REPORT RESUMES

ED 016 073 VT 003 306

STATUS OF CURRICULUM DEVELOPMENT IN THE FIELD OF COMMERCIAL FOOD AT THE NON-BACCALAUREATE LEVEL.

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COUNCIL ON HOTEL, RESTAURANT AND INSTIT. EDUC.

PUB DATE 31 MAR 67
GRANT OEG-1-6-000491-0619
EDRS PRICE MF-$0.75 HC-$6.68 165P.

DESCRIPTORS- *FOOD SERVICE OCCUPATIONS, FOOD SERVICE INDUSTRY, *OCCUPATIONAL HOME ECONOMICS, HIGH SCHOOLS, COLLEGES, CURRICULUM DEVELOPMENT, POST SECONDARY EDUCATION, VOCATIONAL SCHOOLS, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL PROGRAMS, *NATIONAL SURVEYS, SCHOOL SURVEYS,

COMMERCIAL FOOD PROGRAMS AT THE NONBACCALAUREATE LEVEL WERE STUDIED TO HELP EDUCATIONAL AND INDUSTRIAL LEADERS IMPROVE EXISTING PROGRAMS AND ESTABLISH NEW ONES. OF THE 37 INSTITUTIONS KNOWN TO HAVE SUCH A PROGRAM AND ALL STATE DEPARTMENTS OF EDUCATION CONTACTED BY LETTER, INFORMED OF THE PURPOSE OF THE PROJECT AND ASKED TO SUBMIT CURRICULUM MATERIALS, 43 RESPONDED. ANALYSIS OF DATA SHOWED THAT FOOD CLASSES WERE FOUND WITHIN FOUR MAIN TYPES OF ORGANIZATION--VOCATIONAL OR TECHNICAL HIGH SCHOOLS, COOPERATIVE HIGH SCHOOLS, COMPREHENSIVE HIGH SCHOOLS WITH A VOCATIONAL EDUCATION APPROACH, AND COMPREHENSIVE HIGH SCHOOLS WITH THE COMMERCIAL FOOD PROGRAM CENTERED IN HOME ECONOMICS. BEFORE SIX SELECTED SCHOOLS WERE VISITED, THREE DATA GATHERING DEVICES WERE SUBMITTED TO THE ADMINISTRATION, DEPARTMENT HEADS AND CLASSROOM TEACHERS OF EACH SCHOOL, AND THE OBSERVERS USED ANOTHER DURING THE VISIT. THERE IS STILL A CRUCIAL NEED FOR MORE PROGRAMS TO PREPARE WORKERS FOR THE HOSPITALITY AND SERVICE INDUSTRY. SOME STRONG PROGRAMS ARE SERVING THEIR COMMUNITY WELL, AND NO ONE TYPE OF HIGH SCHOOL PREPARED STUDENTS FOR THE INDUSTRY IN A SUPERIOR MANNER. THE MANY LEVELS OF EMPLOYMENT OPPORTUNITIES IN THIS INDUSTRY CAN ACCOMODATE MANY AND VARIED ABILITIES. THE EMPHASIS OF THE FOOD INDUSTRY HAS CHANGED FROM TRAINING CHEFS TO MEETING THE DEMANDS FOR TECHNICALLY TRAINED PERSONS WITH ADAPTABILITY AND VERSATILITY. THERE IS AN IMMEDIATE NEED FOR TEACHER PRESERVICE AND INSERVICE TRAINING AND FUNDS, TIME AND PROFESSIONAL ASSISTANCE ARE NEEDED TO HELP THEM DEVELOP CURRICULUMS. A NATIONAL CLEARINGHOUSE FOR INFORMATION AND IDEAS WOULD BE OF SERVICE. THE DOCUMENT CONTAINS LETTER AND QUESTIONNAIRE FORMS, DATA GATHERING INSTRUMENTS, AND PLANS, AND A PROPOSED TRAINING PROGRAM FROM SOME OF THE SCHOOLS VISITED. (FP)

ED016073

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STATUS OF CURRICULUM DEVELOPMENT IN THE FIELD OF COMMERCIAL FOOD AT THE NON-BACCALAUREATE LEVEL

by

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Grant Number: OEG-1-6-000491-0619, The Vocational Education Act of 1963, P. L. 88-210, section 4(c)

Grantee Institution: Council on Hotel, Restaurant and Institutional Education; Statler Hall; Ithaca, New York (607) AR 4-3916

March 31, 1967

The Project Reported Herein was
Supported by a Grant from the
U. S. Office of Health, Education and Welfare
Office of Education
Division of Adult and Vocational Research

3306

ACKNOWLEDGMENTS

To the forty-three institutions from which materials were received and the six schools studied in depth we acknowledge a deep sense of gratitude.

Members of the Advisory Committee and the Consultants contributed generously to the original planning.

The following persons reviewed and commented on the final draft of the manuscript. Their assistance is gratefully acknowledged: Dr. Louis F. Batmale, Herman A. Breithaupt and assistants, Kathryn Bruce, Grace Hunt, Dr. H. B. Meek, Henry A. Montague, Walter R. Wasson.

Members of the California State Department of Education who contributed to the scope of this study were: J. Graham Sullivan, Dorothy M. Schnell, Jane Y. Mills.

Special assistance was rendered by Leonard K. Dowiak, American Hotel and Motel Association. Marilyn R. Castleberry, former Home Economics teacher, Pacific High School did the original survey of education materials received.

The Center for Technological Education and the Associated Students of San Franicsco State College assisted with the technical production of this study.

Last, but certainly not least, we are deeply indebted to Denise Plamenac, Project Assistant and Secretary, whose services were invaluable throughout the study.

FOREWORD

This study is an attempt to bring together pertinent information regarding commercial food programs at the non-baccalaureate level. Forty-three institutions across the nation responded to the initial request to share their materials.

As one works with these materials, shared so generously by the schools, one sees, hears, feels, tastes and smells the learning laboratories in which they are used. This human factor brings an element of uniqueness to this study. Busy classroom teachers, department heads, administrators, share what they are doing in a spirit of mutual helpfulness, and trust and with the hope of furthering commercial food education. The contributions are recognized on the page quoted, rather than hidden away in a lengthy total reference list in the appendix.

It is hoped that the information shared herein will prove mutually beneficial to the participating schools and to those seeking help for establishing additional much needed training programs in commercial food education.

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CHAPTER I

RESUME OF THE STUDY

This project presents the results of a study of known commercial food programs at the non-baccalaureate level in the nation. Focus for the study centers on these objectives as accepted by the U.S. Office of Health, Education and Welfare:

(a) To locate existing programs of training for food preparation and service and to collect and review their statements of philosophy and patterns of organization.

(b) To collect instructional materials now used in these programs.

(c) To study intensively the programs of six selected high schools representing four approaches to this type training.

(d) To prepare suggested organizational patterns for schools planning to develop programs.

(Explanation regarding "e" - see page 23)

(f) To survey instructional practices employed and make them available to interested schools. (1)

An urgent need has long existed for the information contained in this study. The findings and recommendations should be of benefit to educational and industrial leaders already involved in training programs and to those contemplating new programs.

The Council on Hotel, Restaurant and Institutional Education (CHRIE) has been cognizant of the excellent isolated training programs which have been serving the industry for years. The dire need for some base line information which could be organized and shared with others has plagued its members. The Council recognizes the need for a clearinghouse of information for the experienced and for the innovator.

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1. Proposal transmitted May 10, 1965.

Awareness of these needs prompted CHRIE to sponsor this study with a grant from the U.S. Office of Health, Education and Welfare, under the Vocational Education Act of 1963.

There were several institutions offering commercial food education for the management or supervisory level. Some isolated high schools were offering skilled and mid-management training. The demands for skilled and for qualified general workers needed in this industry have never been met. Additional strong high school programs would appear to be one solution.

At least 37 institutions were known to offer training in commercial food at the non-baccalaureate level. These and all state departments of education were contacted by letter, informed of the purpose of the project and asked to submit curriculum materials. Forty-three of these responded. The materials were examined by both investigators. Time, travel and funds made visitation to all of these institutions impractical. All materials examined seem to indicate that there were four rather distinct types of organization or approaches to the food classes:

1. Vocational or technical high schools are specialized secondary schools for students desiring skills and knowledge in technical and general vocational subject fields.
2. Cooperative high schools are those in which distributive education, in cooperation with the homemaking department, offers instruction in the classroom which is directly related to their chosen business occupation. The students receive laboratory experience, training and part-time employment in industry.
3. A comprehensive high school wherein the vocational education approach sometimes referred to as **trade and technical** is a part of the total organization.
4. A comprehensive high school wherein the commercial food program centers in **home economics**.

Six selected non-baccalaureate high school programs scattered across the nation, which could be visited, provide the base line data for the study. Correlated with other findings, the results could be presumed to:

- stimulate interest in the hospitality industry
- assist with the establishment of new programs
- facilitate the self-evaluation and upgrading of current programs
- implement the coordination of efforts
- encourage and further the exceptional but isolated efforts of classroom teachers and department heads in widely scattered areas
- affect the teacher training and counseling programs
- influence the high school dropout problem

Four data gathering instruments were devised to assure maximum coverage in the study of these six schools, to gather the needed information, to elicit open-ended reactions from a variety of sources:

1. **Classroom Teacher**
   - Pertinent Information Regarding Commercial Food Program (23 item responses)
2. **Department Head**
   - Pertinent Information Regarding Commercial Food Program (97 item responses)
3. **Administration**
   - Pertinent Information Regarding Commercial Food Program (27 item responses)
4. **Observers**
   - Guide for Visitation (47 item responses)

These instruments proved to be invaluable data sources.

• • • DATA WAS ANALYZED UNDER THESE CATEGORIES • • •

- educational philosophy
- objectives
- organizational patterns
- strengths of the program
- greatest needs (as stated by staff)
- common areas of curricular materials
- availability of materials
- teacher recruitment, selection and training
- student recruitment and selection
- student orientation to industry
- facilities
- plant layout
- equipment
- budget
- industry and community involvement including P.T.A. and parent groups
- public relations
- evaluation of students and of programs.

● ● ● HIGHLIGHTS OF THE FINDINGS ● ● ●

1. The small number of existing programs could not possibly meet the growing nationwide needs of the hospitality and service industry. Although there has been more growth in the past two years than in the previous twenty, the need remains crucial.

2. This study verified the fact that there are some strong programs serving the community well.

3. No one type of organization within the high schools was found to be superior to another in preparing students for the industry.

4. There was a common underlying philosophy in all schools offering commercial food training.

5. The many levels of employment opportunities in the hospitality and service industry can accommodate many and varied abilities - cultural and academic.

6. The student's early recognition of the relationship between his academic training and his industrial opportunity results in marked maturity -- social, psychological and academic.

7. Changing demands of the food industry have resulted in a shift in emphasis on training for chefs and food production personnel. Technical advances and new products reduce dependence on the "old time" chef. The growing segment of our industry encompassing fast food, institutional and chain operations, requires the technically trained person with adaptability and versatility.

8. There is a dearth of help readily available for teachers and administrators in these programs.

9. Teacher needs, preservice and inservice, demand immediate attention.

10. Funds, time and professional assistance are needed for classroom teachers to develop curriculum materials.

11. A clearinghouse for information and ideas would serve a national need.

• • • SOME RECOMMENDATIONS • • •

1. That the results of this study be made available to all participating schools.

2. That the project to analyze, report, organize and publish the curriculum materials now available be carried forward immediately.

3. That some national body, such as the now existent CHRIE or some other, be funded to act as a clearinghouse for these curriculum materials.

4. That visitations such as those initiated for this study be periodically continued upon request.

5. That realistic teacher training opportunities, preservice and inservice, in commercial food be expanded and strengthened.

6. That regional conferences and workshops be established for present classroom personnel and industrial leaders.

7. That funding and professional assistance be found to enable selected teachers to put their excellent teaching materials into publishable form.

8. That special effort be made by all involved to enhance the image and increase the dignity of the hospitality profession.

9. That America's changing ''dining out'' habits be studied carefully. The curriculum planning for subsequent years should reflect the technological, the sociological and academic changes of the past decade.

CHAPTER II

A STATEMENT OF THE PROBLEM

A NATION-WIDE CONCERN

At no time in the history of American education has the need for careful scrutiny of our educational offerings been more urgent. Educators must take time out to evaluate what is and what should be if they are to accept the challenge and come to grips in a realistic manner with the educational needs of this and subsequent decades.

There is an enormity in the task of any national appraisal, and the problems of objectivity become more difficult when the appraisers have been involved and enmeshed in the area of study.

There is no national roster including all commercial food public or private training institutions from which to begin since no recognized clearing house, with adequate funds and personnel, exists for curriculum materials. A total view cannot result from this study since the educators have never been characteristically inclined toward wide publicity for existent programs, and the natural leadership which has arisen in the field has not been commissioned to take national responsibility for organizing commercial food training.

Some such techniques as those used in that subscience called holography might well have been useful for the purposes of this study. In this new dimension of research, lensless 3-D photography "freezes" on film the light waves scattered by an object, then "defrosts" them into 3-D images in space. Actually holography means making pictures that show the whole of a thing rather than the common flat, fixed viewpoint representation of 2-D photography. (2)

Even 2-D images of education have always been difficult to obtain and evaluate in terms of future needs because of constant movement of the subject and of the changing background against which the image

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2. **Paul Kirkpatrick, Stanford Today, Spring 1966, pp 6-11.**

is cast. Like so many subjects in need of careful analysis this subject does not "stand still" to be photographed.

However, a beginning can be made in viewing the status of curriculum development in those institutions known to the investigators at the time this study began. Forty-three institutions--schools and departments of education--responded to the invitation to send materials. Six of the schools, presumed to be representative of the types of programs offered, have been studied in depth.

This analysis could lay the groundwork for a true picture of the total national commercial food educational program in the near future.

CHANGES IN SUPPLY AND DEMAND

For many years the United States food industry depended upon and were able to secure European trained chefs and food artists who in turn trained others. Immigration restrictions under the quota system reduced the number of persons admitted as potential citizens. Therefore, the supply of foods workers with European training diminished. As a result, fewer Americans were trained under the supervision of master craftsmen from abroad. (3)

According to the same source, hotel and restaurant operators in the United States have given little organized thought to training American youth for the food industry since European trained chefs had always been available. Generally, European trained chefs believed that the apprenticeship system was the only system for training qualified chefs. This system of education has not been readily accepted in this country, therefore, the efforts met with less than success. While population figures grew, the demand for commercial foods grew, yet the number of adequately trained workers for the industry decreased.

According to H. Montague, demands are changing in the foods industry. Technical advances and new products are reducing the dependence upon the "old time" chef. He is still needed in the develop-

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3. U.S. Department of Health, Education and Welfare, Quantity Food Preparation, A Curriculum Guide, 1958, p 1.

ment of recipe material and is still essential to our more luxurious hotels and restaurants. In a growing segment of our industry, the fast food institutional and chain restaurant operation, however, there is a real need for a technical cook who can adapt himself to the new methods of cooking, who can develop standard recipes, and use convenience foods and who can present them to the public in such a way that the fininished product is as or more acceptable than the "Chef" prepared meal. (4)

During the past decade marked growth has evolved in education for the food industry. Sporadic developments of singular attainments have markedly improved commercial food programs in scattered areas throughout the United States. Such programs have been noted, supported, subsidized, adapted and emulated. Food supply has been increased and improved, but skilled food-preparation personnel has consistently diminished.

PIONEERING ACTION

Awareness that the acuteness of the problem demanded action—that since the source of the supply was drastically reduced—that the answer was in their own hands--prompted some far-sighted leaders to take bold yet realistic steps to avert a crisis. The realization that American public schools must organize, finance and support training programs for food service workers demanded action. The arguments to be met, the resistance to be faced, the skepticism about the ability and/or commitment of youth to such a program are a story in themselves.

At Cornell University, a school of hotel administration opened in 1922. In 1936, a program for mid management and cooks was organized at City College of San Francisco, for the thirteenth and fourteenth grades. In 1939, the first high school program at Chadsey High School in Detroit was organized for cooks and bakers. Other programs followed in technical institutes and high schools with the growing support of the hotel and restaurant industry.

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4. **Henry A. Montague, Chairman of the Board, Greyhound Food Management Inc. and Member of Advisory Committee, Letter dated January 4, 1967.**

The National Council on Hotel and Restaurant and Institutional Education and the Statler Foundation have continuously and actively supported the promotion of sound educational programs for food workers. The American Hotel and Motel Association and the National Restaurant Association have worked diligently through their educational programs to encourage and strengthen current training programs as well as to help initiate new ones. Hotel and restaurant operators have evaluated and expanded their own programs and exerted leadership for others. Individual educators and leaders in the field have initiated and executed outstanding educational programs. How then, could such a shortage of qualified personnel still exist?

PROBLEMS REMAIN

Some of the reasons for the persistence of the problems are:

Sociological:

1. The population continues to increase at a rapid pace.
2. The mobility of the population is an accepted phenomenon of the twentieth century.
3. Increased leisure time encourages increased patronage of the food industry.
4. "Eating out" has become a way of life in America.
5. The growing numbers of commuters who travel distances to their offices "eat out" two and often three meals a day during the week.
6. The countless workers who walk the streets, hound employment agencies, collect unemployment insurance do not have accurate information about the employment possibilities of the industry.

Educational:

1. Thousands of youths are leaving school without vocational information or knowledge about job opportunities in the commercial food industry.

2. The unbelievable variety in the training programs and/or curricula offering affords no standards for industrial expectations and employment.

3. Counselors need more realistic and up to date orientation to food industry and the employment opportunities.

4. Standards have not yet been coordinated (despite serious efforts on the national level and on the part of dedicated individuals).

5. Effort and expense are duplicated over and over with little sharing of mutual knowledge and experience.

6. No recognized central clearing house exists with adequate funds and personnel for the exchange of materials and ideas.

7. Attempts to interfuse liberal education with technical education have met with considerable resistance.

8. Boards of Education and faculties need to be sold on the advantages of interfusing a liberal and technical education.

9. The paucity of published materials for instruction is marked.

Technological:

1. The production of convenience foods requires retraining and revamping of existing programs and in-plant feeding plans require leaders with the holistic approach which enables them to incorporate the sociological and economic changes with technological and scientific advancements and discoveries.

2. New types of equipment which require new skills continue to increase production.

DELINEATION OF THE STUDY

Recognition of some of the dimensions of the problems is necessary as a background against which to plan a study. Delineation of the problem to those areas which would be possible within the scope of one study requires limitations to those dimensions possible to study. The investigators recognize that many perfect examples of points under consideration could not be included in this study because of the limitations of time and travel.

Literature from as many known schools as possible would be solicited for study. Visitation and observation at first hand of examples of the four major types of programs would be possible and desirable. No attempt would be made to judge as good or bad, as recommended or not recommended, as successful or not successful. Rather, an attempt to gather the facts as the investigators saw them, with substantiating data, would be undertaken. Examples of findings would be cited in an attempt to report the status of curriculum development in the field of commercial food at the non-baccalaureate level. Six schools were to be studied in depth. Subsequent studies will doubtless broaden the base and include other excellent examples.

RELATED MATERIALS

A Research Study to improve the supply of cooks and bakers for the benefit of the hotel industry was conducted by the Statler Foundation in 1955. The nature and extent of the shortage, the educational and other training resources were reviewed and a plan of action outlined.

Two publications, originally published by the U.S. Office of Education with reprints now available through the National Restaurant Association, provided base line information from the national level which could be used as a springboard for mapping out a training program in quantity food preparation:

1. Quantity Food Production, Guidelines for Establishing Training Programs in Schools, originally published by the U.S. Office of Education as Vocational Divisional Bulletin No. 261. Dr. Gertrude Blaker of Michigan State was the author. Reprinted through National Restaurant Association. (5)

2. Quantity Food Production, A Curriculum Guide, originally published by the U.S. Department of Education as Circular No. 526. Reprinted through National Restaurant Association. (6)

A recent publication from the U.S. Department of Health, Education and Welfare by Barbara H. Kemp, The Youth We Haven't Served. A Challenge to Vocational Education, influenced analysis of the findings. (7)

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5. Quantity Food Production, Guidelines for Establishing Training Programs in Schools, N.R.A.

6. Quantity Food Production, A Curriculum Guide, N.R.A.

7. Barbara Kemp, The Youth We Haven't Served, U.S. Department of Health, Education and Welfare, 1964.

CHAPTER III

HISTORICAL DEVELOPMENT

ORGANIZATION OF COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION

- The Sponsoring Organization -

There has existed since 1946 one non-profit national organization which is designed to represent schools and colleges that give instruction to those who work or plan to work in hotels, restaurants, or institutions generally. Membership is open to schools at all levels, from the strictly vocational trade school to the college and graduate school, and to all individuals engaged in or interested in education for the mass housing and feeding industries.

The stated aim of this organization, sometimes referred to as CHRIE, hereafter designated as the Council is:

> **. . . to support and strengthen education for its industries. Disregarding the lines that separate the hotel man, the restaurant man, the club manager, the motel operator, the institutional administrator, each from others, the Council attempts to promote all types of education that will make more effective the workers, supervisors, and the executives of the industry on behalf of all branches of the industry. (8)**

Activities of The Council are many and varied. Support for the activities is derived from some 70 schools and individual memberships, of educators, of some 25 sustaining memberships, trade associations, chain operators of hotels and restaurants, individual operators, supplying firms and their respective trade associations, National Restaurant Association, American Hotel and Motel Association and others. However, the greatest single source of support is the Statler Foundation, which has made annual grants since 1956 of $10,000 for the activities of the Council. In 1967, their grant was $21,317. Their

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8. CHRIE Informational Brochure - distributed at CHRIE Annual Meeting in December 1965.

grants are contingent on the continuance of at least matching support by interested parties, thus involving national, regional and local financial support.

INCEPTION OF PROJECT 491

The origin of this project probably can be traced to the organizational meeting for the Council in Chicago in 1946. This meeting called by the American Hotel Association (AHA) and the National Restaurant Association (NRA) to:

> . . . exchange information, coordinate activities, initiate improvements, to serve as a clearing house for research and to attract to all levels of industry alert, competent and productive individuals. (9)

According to Chef Herman A. Breithaupt, at the 1946 National Planning Conference of the Council on Hotel, Restaurant and Institutional Education held in Chicago, the plan originated with these men: (10)

1. Herman A. Breithaupt, Detroit Board of Education
2. Arnold Shircliffe, Wrigley Building Restaurant
3. Jean Vernet, Hormel and Company; Austin, Minn.
4. Paul Muellet, Broadway-Edison Technical School, Seattle
5. Joe Adams, President, American Hotel Association
6. Mr. Kleinfelder, U.S. Office of Education
7. Louis Moore, Adult Education Specialist, U.S. Office of Education
8. John Pope, Distributive Education, U.S. Office of Education
9. H.F. Hinton, State Department of Education

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9. H. B. Meek, Executive Director, CHRIE at the 20th Milestone, May 27, 1966, p 23.

10. Letter to Mrs. Hilda Watson Gifford dated January 12, 1967.

Among the 49 participants in the National Planning Conference were leaders in the hotel and restaurant industry, several educators including:

1. Professor H. B. Meek, Hotel Administration, Cornell University, representing the senior colleges
2. Mrs. Hilda Watson, Chairman, Hotel and Restaurant Division, San Francisco Junior College, representing junior colleges
3. Mrs. Helen J. Evans, Supervisor of Girls' Shops, Vocational Education, Chicago, representing Girls Trade
4. H. B. Hinton, mentioned earlier

. . . and vocational guidance experts from across the country. (11)

All four-year colleges, junior colleges, and high schools with known programs were invited.

Included also were representatives from Veterans Administration and the Hotel and Restaurant Employees and Bartenders International Union.

At this first meeting, the chef instructors made a strong plea for some arrangement whereby instruction materials could be shared throughout the country, for help in the preparation of manuals and some organized means for strengthening the individual and independent effort of teachers and commercial foods programs.

The objectives of The Council as stated in 1946 seem pertinent to a review of its history as the beginning of this study:

1. To exchange information concerning formal, technical junior college, and university education pertaining to the hotel and restaurant industry.
2. To exchange information by the above groups concerning adult education and in-service programs at all levels of operation and management.

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11. Report of the National Planning Conference of the Council on Hotel and Restaurant Education, mimeographed by AHA-1047 — Title page and preface.

3. To initiate improvement in teaching methods and subject content.
4. To coordinate and act as a clearinghouse for all research undertaken by educational institutions and trade associations which affect the industry.
5. To attract to all levels of the industry alert, competent, and productive individuals by emphasizing the advantages and opportunities of our industry from the point of personal satisfaction as well as financial remuneration. (12)

This crying need which has persisted over the 20 years was reiterated with growing strength at each meeting of CHRIE and as their efforts gained impetus.

At the National meeting of CHRIE in Tallahassee, Florida in December 1964, the secondary school group drafted a recommendation to the Board of Directors that a committee be formed and that Hilda Watson Gifford be asked to serve as chairman. The committee proposed to contact all existing commercial foods programs with the request to share their materials.

CONCERNS EXPRESSED

The chef instructors throughout the nation gave further direction and impetus to the study by their repeated concern that some liaison between high school and college be organized. The desperate need for some channel for communication for the high school and technical school which could capture and focus attention upon their specific needs was reiterated. Their concern that The Council would develop into an organization for the college and university educational programs with emphasis upon the baccalaureate and Masters' degrees was stressed. They felt that there was already a sufficient number of four-year colleges to supply the need for management positions, but 95 percent of the pay roll personnel in this industry did not require a baccalaureate or a Masters' degree, The need, they implored, was for coordinated, strengthened training for this 95 percent of non-baccalaureate students.

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12. Ibid.

OBSTACLES FORESEEN

Several obstacles to ready realization of their objectives were recognized by members of CHRIE:

1. Was this specific study a proper activity for CHRIE?
2. CHRIE as a sponsoring organization was not equipped to finance such a project.
3. Any attempt to serve as a clearing house for materials, information or guidance for new programs would require trained staff and adequate funds.
4. Leadership for such a project would require detailed knowledge of the instructional and organizational needs at the local level, some degree of national awareness and ability to coordinate the interest and efforts of industry.
5. Department heads, chefs and instructors in on-going programs are not always trained to write materials for circulation nor do they have time to do so.
6. Confidence in each others' use of shared materials would require promotion.
7. Industry was reluctant to spend time, money and attention on high school students. Teenagers were not always considered sufficiently mature or responsible to justify output of time, energy and money for training.

CHAIRMAN APPOINTED

One result of these deliberations at this December meeting was that Hilda Watson Gifford agreed to serve as chairman of this committee. Mrs. Gifford, a Cornell graduate, had her practical experience at Stanford University as Assistant Director of Dining Halls. Later as Chairman of the Hotel and Restaurant Department at the City College of San Francisco, she had been largely responsible for its development as the first junior college in the land with a two-year curriculum designed to offer students educational opportunities leading toward successful careers in the industry. Experience as Supervisor of School Cafeterias for the San Francisco Unified Schools gave her insight into cosmopolitan problems, labor union, industrial contacts and high school supervisory experience. As National Educational Director for the American Hotel Association from 1956-60, Mrs. Gifford has visited most schools in the nation where commercial foods courses were offered. As a member who had attended the 1946 meeting and subsequent meetings, she was attuned to the national picture and to CHRIE's objectives. Members of CHRIE felt that this background of experience could provide the leadership needed for such an undertaking and gave their blessing to a project directed toward the non-baccalaureate level.

Forward looking members had always felt that national leadership in commercial food programs was the purpose of CHRIE. Ways to support and promote local efforts must now be found. The new committee under the leadership of Mrs. Gifford was charged with the responsibility to collect from high schools and technical schools instructional materials dealing with the hospitality industry; to study and collate these materials so that the Council might be able to serve as a clearing house for such information and be able to guide interested schools in the development of new programs and to help with self-upgrading of those in existence.

FIRST STEPS

Bringing the high school programs into focus, giving them sufficient status to warrant attention, and find sufficient funds for the project was a challenge which could not be taken lightly. However, a few glimmers shed some hope. The Statler Foundation Educational Aid Program for high school commercial foods graduates who planned to continue their education was initiated in 1956. The first Statler Award of $1,000 in 1956 was for high school graduates eligible for and planning to attend college. A high school promotional and informative push was needed. Funds from the Vocational Education Act of 1963 opened the way for activity.

Letters were written to all known schools with commercial food programs and to all 50 State Departments of Education asking for any and all materials which could be shared. (See Appendix A)

COLLECTING DATA

Educational materials were received from the forty-three institutions listed below:

1. ARKANSAS DEPARTMENT OF EDUCATION; Little Rock, Arkansas
2. BALBOA HIGH SCHOOL; San Francisco, California
3. BRITISH COLUMBIA DEPARTMENT OF EDUCATION; British Columbia, Canada
4. BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY; Barnaby, B.C., Canada
5. BUCKS AREA COUNTY TECHNICAL SCHOOL; Fairless Hills, Pennsylvania
6. CAPUCHINO HIGH SCHOOL; San Bruno, California
7. CITY COLLEGE OF SAN FRANCISCO; San Francisco, California
8. CHADSEY HIGH SCHOOL; Detroit, Michigan
9. COURTER HIGH SCHOOL; Cincinnati, Ohio
10. CONNECTICUT STATE DEPARTMENT OF EDUCATION; Hartford, Conn.
11. CULINARY INSTITUTE OF AMERICA, INC.; New Haven, Conn.
12. DAVID HALE FANNING TRADE HIGH SCHOOL FOR GIRLS; Worcester, Mass.
13. DEL MAR TECHNICAL INSTITUTE; Corpus Christi, Texas
14. DISTRICT OF COLUMBIA PUBLIC SCHOOLS; Washington, D.C.
15. DULUTH AREA VOCATIONAL-TECHNICAL SCHOOL; Duluth, Minnesota
16. EDISON TECHNICAL HIGH SCHOOL; Seattle, Washington
17. EMERSON VOCATIONAL HIGH SCHOOL; Buffalo, New York
18. ERIE COUNTY TECHNICAL INSTITUTE, Buffalo, New York
19. FENTON HIGH SCHOOL; Bensenville, Illinois
20. FOOD AND MARITIME TRADES HIGH SCHOOL, New York, N.Y.
21. KAPIOLANI TECHNICAL SCHOOL; Honolulu, Hawaii
22. LANEY COLLEGE; Oakland, California
23. LINDSEY HOPKINS EDUCATION CENTER-DADE COUNTY; Miami, Florida

24. LOS ANGELES TRADE-TECHNICAL COLLEGE; Los Angeles, California
25. MANCHESTER COMMUNITY COLLEGE, Manchester, Connecticut
26. MARYLAND STATE DEPARTMENT OF EDUCATION; Baltimore, Maryland
27. MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOL, Woodbridge, New Jersey
28. MISSOURI STATE DEPARTMENT OF EDUCATION; Columbia, Missouri
29. MISSOURI, UNIVERSITY OF, EXTENSION DIVISION; Columbia, Missouri
30. MOUNT VERNON HIGH SCHOOL; Mt. Vernon, New York
31. NEW YORK COMMUNITY COLLEGE; Brooklyn, New York
32. NEW YORK, STATE DEPT. OF EDUCATION; Albany, New York
33. NORWOOD TECHNICAL SCHOOL; Norwood, Ohio
34. OAKLAND TECHNICAL HIGH SCHOOL; Oakland, California
35. OHIO STATE UNIVERSITY - TRADE & INDUSTRIAL EDUCATION; Columbus, Ohio
36. OKLAHOMA STATE UNIVERSITY; Okmulgee, Oklahoma
37. OREGON STATE DEPARTMENT OF EDUCATION; Salem, Oregon
38. PACIFIC HIGH SCHOOL; San Leandro, California
39. PENNSYLVANIA, COMMONWEALTH OF; Harrisburg, Pennsylvania
40. PHOENIX INDIAN SCHOOL; Phoenix, Arizona
41. RAVENSWOOD HIGH SCHOOL; East Palo Alto, California
42. STATLER FOUNDATION, New York, N.Y.
43. WILBUR WRIGHT HIGH SCHOOL; Detroit, Michigan

The response was gratifying but brought the realization that:

1. This undertaking was too great for any one individual.
2. Although allowance for some funds had been made, sources must be found for additional financial support.
3. Curricular and historical materials were available if they could be utilized "as is".
4. No classroom teachers had time for polishing, collating or coordinating instructional materials while carrying a full time teaching load.
5. Many state departments and industrial groups were unaware of existent programs.

FURTHER DEVELOPMENTS

The chairman of the newly organized committee drew freely from the staff of CHRIE but felt the need for special help with curriculum development, administration and supervision of personnel, counseling and human relations. She secured the support of Dr. Mildred B. Barnard, with whom she had worked previously. Dr. Barnard, who was a Stanford University graduate, whose experience as teacher, principal, supervisor of student teachers, director of instruction and assistant superintendent, including ten years as counselor and human relations instructor at the City College of San Francisco Hotel and Restaurant Department, seemed to compliment Mrs. Gifford's training and experience. Dr. Louis Batmale, Coordinator of Technical-Terminal Instruction, City College of San Francisco, agreed to assist with writing the original proposal, with coordination of the plans and with technical detail.

Proposal #491 - Commercial Foods Curriculum Development for Non-Baccalaureate Programs - was written and submitted to the Board of Directors of CHRIE, May 10, 1965. After much discussion it was approved and forwarded to the Department of Health, Education and Welfare. Their reviewing committee wisely stated:

> The project was limited by the panel to Objectives (a) (b) (c) (d) and (f) as listed on page 15 of the proposal. It was felt that a survey of what is now being done in the commercial foods field, an evaluation of the practices and the materials in use and recommendations made for additional instructional materials needed, would be a real contribution to the field. Objective (e) was deleted with the thought that it should be a separate project planned and carried out after the survey was made to find out what curriculum materials are needed, rather than planning for their development at this time. (13)

This changed the Project #491 title to Status of Curriculum Development in the Field of Commercial Foods on the Non-Baccalaureate Level. Approval was granted April 1966.

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13. Dr. Mary Lee Hurt, Specialist; Airmail letter dated December 2, 1965 Re: Proposal ERD #491, pp 1-2.

Objective e: To prepare basic curriculum materials and make them available to interested schools.

CHAPTER IV

OBJECTIVES, PURPOSES AND HYPOTHESES

OBJECTIVES OF STUDY

Objectives of this study as accepted by the U.S. Office of Education were:

(a) To locate existing programs of training for food preparation and service and to collect and review their statements of philosophy and patterns of organization

(b) To collect instructional materials now used in these programs

(c) To study intensively the programs of six selected high schools representing four approaches to this type of training

(d) To prepare suggested organizational patterns for schools planning to develop programs

(Explanation regarding "e' - see page 23)

(f) To survey instructional practices employed and to collect information for future teacher-training programs. (14)

PURPOSES

Purposes of the Study in addition to the stated objectives seemed multitudinous. Each participant, including the Board of Directors, quite naturally saw the nucleus of channels of communication; of opportunities to gain and share information about existing training opportunities; and realized the value of immediate intechange of ideas and information which could accrue as a result of visitations and the probable stimulus to existing and proposed programs.

Very early in the planning stages the necessity of clarifying the purposes as being exclusive of the role of evaluation became apparent.

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14. Proposal transmitted May 10, 1965.

The objectives: to locate what is, to collate, to publish and to disseminate information, did not include judgement of what is good or bad, of what is right or wrong, recommended or not recommended. Even after submission of the questionnaires and data gathering instruments to the schools which were to be visited, reassurance of the absence of such intention on the part of the visitors was necessary. The objectives as accepted by the U.S. Office of Education became the guiding principle, the clearcut focus of this study, and serious effort to keep these ever to the fore was maintained by both investigators.

HYPOTHESES

Some tentative hypotheses held by one or both investigators were:

1. That industry and education must share responsibility for the education of youth.
2. That there are relatively few commercial food programs at the non-baccalaureate level in relation to the national need for qualified personnel.
3. That some of the known programs presently in existence are serving their communities well.
4. That there are other communities contemplating the initiation of commercial food programs and expressing the need for guidelines and help.
5. That additional communities may well consider the initiation of a commercial food program if adequate information was made readily available and samples of successful programs cited.
6. That the wide scope of the commercial food program could satisfy the occupational needs of many students.
7. That dropouts reject school for a number of reasons, many potential dropouts may stay to graduate of they could be reached with adequate information and early exposure to food laboratories and work experience.

8. That 10th grade students might well be included in such programs of training.

9. That schools need to take more responsibility for students who do not plan to go to college.

10. That food classes may have more appeal for students of less academic ability.

11. That technical or vocational commercial food classes, with strong orientation to industry, would prove superior to the home economics approach.

12. That food classes enjoy less status in most communities than many other vocational classes therefore are more difficult to "sell" to students and parents.

13. That classes for both sexes should be promoted.

14. That teachers with academic background would resist assignments to related courses in food training programs.

15. That the interdisciplinary approach to teaching would produce a better trained student.

16. That team teaching could be developed within the existing framework in many schools and would prove beneficial to all concerned.

CHAPTER V

DESIGN AND PROCEDURE OF STUDY

PARTICIPATING INSTITUTIONS

Each of the institutions offering some form of commercial food programs is influencing the hospitality industry in some way at the local level and some with national import. Their contributions were crucial to the study. These materials were collected in the Alice Statler Library at City College of San Francisco for analysis.

They included vital information concerning curricula offerings, organizational arrangements, recruitment of students, industrial involvement, teacher preparation, physical layout of the plant, student evaluation and placement. Expense, time and geography would make visitations to all of these impractical. However, first-hand observation and study in depth of some preselected institutions would be desirable. All schools surveyed seemed to categorize themselves into roughly four approaches to commercial foods training:

1. Vocational or Technical high schools are specialized secondary schools for students desiring skills and knowledge in technical and general vocational subject fields. Offerings in these schools meet state requirements for graduation. Since World War II the term "technical" seems to be replacing the term "vocational.' Teachers in these programs usually hold vocational education credentials.

2. Cooperative high schools are those in which distributive education, in cooperation with the homemaking department, offers instruction in the classroom which is directly related to their chosen business occupation. The students receive laboratory experience and training with businessmen who provide part-time employment. These arrangements are usually made in a comprehensive high school. Teachers may hold vocational or general credentials.

3. A Comprehensive high school wherein the vocational education approach sometimes referred to as **trade and technical** is encompassed in the total organization. Teachers in these departments usually hold vocational education credentials.

4. Comprehensive high schools wherein the commercial foods program centers in the home economics department, uses teachers already on the job in an interdisciplinary approach to team teaching; the mathematics, English and home economics teachers; a counselor, the cafeteria manager or supervisor, and the principal. (This arrangement is a development of Project FEAST in California, operating within the framework of the California State Department of Education, Vocational Education Branch, Bureau of Homemaking.) These teachers normally hold general teaching credentials.

This literature was examined in detail and these schools were selected for visitation:

1. Chadsey High School - Comprehensive
2. Courter Technical High School - Specialized Technical
3. Fenton High School - Cooperative with Distributive Education
4. Emerson High School - Vocational
5. Pacific High School - Home Economics
6. Oakland Technical High School - Home Economics

Letters were written asking permission to visit. (See Appendix B)

Since both investigators have other commitments, it was necessary to find ways of gathering and analyzing as much information about the school and the foods program as possible prior to the visitation. In addition to the curricular materials gathered earlier, specific information from administrators, department head and faculty would establish an awareness against which to analyze the strengths and to catch the spirit of the program under study. Four distinct instruments, entitled Pertinent Information Regarding Commercial Food Program were devised. These were submitted to administration (see Appendix C) department heads (see Appendix D) and faculty (see Appendix E) well in advance of the arrival at the school. The fourth instrument, designed to structure a thorough investigation, to avoid gaps, to minimize biased observations, to acquire and to provide maximum opportunities for local participants to share all pertinent information, was utilized by the observers during the visitation. It was titled Observation Guides for Visitation (see Appendix F).

VISITATIONS

Dates for the visitations, clearance from all appropriate personnel and any possible community involvement were prearranged. In addition to visiting the plant, all possible classes, assemblies wherever appropriate, luncheons, coffee breaks, dinner with staff including those outside the food program, with the district superintendent, district coordinators including homemaking, citizens of the community, personnel from neighboring colleges, technical institutes and universities, PTA, union officials, advisory boards, hotels and restaurant owners were to be included as valuable sources of information.

Teaching materials were to be discussed with their authors, student reaction to training observed, physical plants and equipment studied along with the obvious and expected visitation to classes of foods and related subjects. Guidance techniques and materials were to be studied, teacher needs as observed and/or expressed, implications for teacher training pre-service, in-service and post graduate representing areas of anticipated need were to be discussed with personnel involved.

Arrangements for accommodations, transportation and neighborhood orientation was most generously offered. Institutions were asked not to make special arrangements nor to change time schedules since the observers hoped to see the program in its natural and routine style in so far as possible.

In addition to data requested in above mentioned instruments, teachers, administrators, students shared freely any and all materials, ideas, equipment lists, curricula outline materials, texts, cooking formulae, financial arrangements, visual aids, whatever. An open exchange of ideas began upon arrival and continued throughout the visitations, sometimes continued afterwards by letter.

District office personnel, especially the superintendent, and supervisor or coordinator of homemaking, special programs or technical food, who had been contacted prior to specific arrangements in the schools were included in the plans. They often had lunch or dinner with the investigators and spent time conversing about their program and exchanging ideas. The openness of attitude and visitation arrangements, the candor of personnel and the sincere desire to improve were marked in every school visited.

The persons involved were these:

High School	Location	Staff	Principal	Coordinator/ Supervisor	Superintendent
Chadsey	Detroit, Michigan	H. Breithaupt R. Snyder I. Soberg G. Marchand J. Bender R. Benson K. Nelson	E. Debus	M. Trott Central Office	S. Brownell
Courter	Cincinnati, Ohio	W. Wasson M. Price	R. Lowe	R. Hassom Central Office	W. Pierce
Emerson	Buffalo, New York	A. Pefanis V. Gopinski J. Weimer S. Sedita	R. May		J. Manch
Fenton	Bensenville, Illinois	A. Dietz R. Varney V. Moore	N. West	R. Varney	M. Zuckerman
Pacific	San Leandro, California	P. Waters R. Boudet K. MacFarland	A. Richards		C. Burrell
Oakland Technical	Oakland, California	V. Williams O. Massey R. Bohenna R. Smith	D. Lucas		S. Phillips

Since all visitations required travel and hotel living, maximum time for study enroute, late evenings and early mornings was utilized. The investigators "took on" the program to be studied, pursued the investigation with singleness of purpose, talked, ate and absorbed exclusively. As a result the analysis of the data and the preparation of the report moved forward without undue delay.

The widely different background of the investigators made for easy relationship and empathy with various persons contacted and resulted in broader coverage than might have been gleaned if both had been from industry or both from education exclusively.

CHAPTER VI

ANALYSES OF DATA

SHIFT IN DIRECTION

Whatever degree of objectivity one may attempt to bring to a study, prior experiences tend to predispose an investigator to anticipate given conditions and findings. Both investigators in this study, although never out of education, were concentrating on phases of education other than commercial food during the decade prior to this study. Mrs. Gifford has shifted from local school responsibilities to the national scene for twelve years and Dr. Barnard has shifted to district-wide administration, curriculum development, teacher training, and student personnel for a period of ten years. As suggested in the introduction, the social and economic environment in which the industry of commercial food operates had not "stood still." Although many changes had their roots in earlier planning, the industry had forged ahead with amazing rapidity. A holistic picture was not readily apparent.

Although the arm chair method of study serves many valuable purposes, and the literature from the schools gave an excellent backdrop for the study; there is no substitute for travel and the face-to-face impact with students, teachers, administrators, industrial leaders, college personnel. No one section of our country has a monopoly on educational excellence, on original ideas, on creativity of approach to the teaching-learning process, on commitment and devotion of staff and community, on dedication to the youth of today and tomorrow.

Mrs. Gifford had anticipated that the vocational or technical approach to this training would prove necessary and desirable for maximum results. The author anticipated that mixed classes at the thirteenth and fourteenth grade would prove most advantageous. It was not anticipated that a compatible marriage between the standard home economics food classes (sometimes referred to as the "pink-tea" approach) and industrial-technical training could be readily achieved. A general teacher's credential was requisite to superior classroom teaching. That industry might not readily accept tenth, eleventh and twelfth graders, may have been another prior anticipation of both investigators.

These and other anticipations soon proved erroneous. Beginning with the first visitation, questions began to indicate a shift in direction and confirm the changes which had occurred in industry. Needs had shifted, new training patterns had evolved, students' on-the-job performance had exceeded expectations. Teachers with industrial backgrounds often bring a fresh, practical approach unimagined by a generalist in education. Ways must be found for an exchange of ideas, to acknowledge the unique efforts and contributions of classroom teachers, department heads, administrators (district and local) board members and industrial leaders. An official clearinghouse is needed where:

1. work already done can be organized, publicized and exchanged
2. a directory of technical leadership for new programs can be maintained
3. inspiration and encouragement, in-service training for those already underway can be available.
4. some plans for funding and release time for those classroom teachers whose efforts are sufficiently outstanding as to warrant publication can be arranged.

If classroom materials are to be made available for purchase, this process should be so organized and stated as to eliminate useless duplication of efforts thus freeing the personnel to move forward in the efforts to supply the badly needed semi-trained personnel for the hospitality industry.

PREVAILING PHILOSOPHY OF TOTAL PROGRAM

The prevailing philosphy of commercial food programs emphasizes the concern for a practical education geared to the needs of the industry. Although stated differently all the literature examined and schools visited include a basic body of principles underlying the discipline of food preparation and service. All include the education of high school and/or junior college students in a way which makes them independent workers, useful to society.

National Restaurant Association adheres to this philosophy:

> . . . All citizens must have access to education and training that is of high quality and realistic in terms of opportunities for gainful employment. Occupational training is to be provided for young people attending high school and on a full time basis for persons who have dropped out or completed high school. Programs will serve those who are at work and need training or re-training to hold their jobs or to advance in employment. Special programs may be tailored to meet the needs of those who have academic or socio-economic needs. Training may be given in comprehensive high schools, specialized vocational-technical high schools, technical high schools, junior and community colleges, area vocational-technical schools, both at the secondary and post secondary level and in four-year colleges and universities.(15)

Some statements of philosophy catch the excitement and lure that is inherent in the study and experimentation with foods:

From Norwood Technical High School:

> Our democratic society is based upon production by the individual. But if the individual is to produce or render any service in any way, he must be given the skills and knowledge accumulated by his ancestors. In addition, he must be encouraged to refine existing knowledge and to subdue a little more of his environment. This is the purpose of our schools, the educational facet of society . . . Learning a skilled trade is an important step to becoming a good citizen. Commercial cooking provides the student with the fundamentals of cooking and sufficient technical knowledge of food to allow him to gain employment in the culinary trade. By so doing he is able to take his place in the civic and industrial life of the community. (16)

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15. National Restaurant Association, Organizing a Food Training Program, 1966, pp 9-10.

16. Robert Haines, Commercial Cooking, Grades 11-12, Course of Study, Norwood Technical School, 1959, Intro.

Ned Peyton indicates that at Mt. Vernon High School:

> **Quantity food preparation and service covers a wide range of occupations with opportunities from those requiring a single skill, to the most complex requiring an A.A. or B.S. or B.A. degree.**
>
> **The skills required at the vocational level can best be taught by actual practice. . . The organization of the shop combines the elements of hotel, restaurants, and institutional cooking and baking. (17)**

From the Commercial Foods Department at Chadsey High School in Detroit:

> **Stressed at Chadsey is the principle that those who serve America best are those who serve the best cuisine of all countries. Modern menu planning calls for a complete knowledge of the classic cuisine of the western world. It also calls for a familiarity with the specialty of every country. . . the fundamental law of food preparation and menu planning are the same (in Europe and America). The difference lies in the application of these principles. Here we are obliged to teach first the American cuisine plus a modified Escoffier precedure to the New World palate. This will satisfy the most discriminating gourmet. (18)**

Further:

> **If the food service industry continues to grow at its present rate, opportunities in the field will grow in proportion. Expansion will stimulate the development of new food preparation techniques. New types of equipment will improve the quality**

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17. Ned Peyton, Course of Study for Restaurants, Cafeteria, Institutional, Catering Service, n.d. Intro.

18. Chadsey High School, Quantity Foods Preparation Curriculum, A Suggested Program of Instruction for High Schools, n.d., p 1.

> **of the food produced and increase the volume of production. The demand for well-trained personnel will continue to increase. (19)**

Implicit in all of these statements of philosophy is the growing concern with technical education to reach students early with information which indicates the true nature of the commercial food industry. Adequate counseling is needed to detect early those students to whom the industry may provide interest either on a lifetime, part-time, or temporary basis. The growing needs of industry, the growing habits of American public, improvements in technological advancements and the increasing number of school dropouts seem to stress the urgency for non-baccalaureate programs. Ways must be found to bring industry and education increasingly close as planning and working partners. The prevailing philosophy seems to indicate that training for commercial food should be considered less in a vocational and remedial sense, less as a veneer, as something outside the basic educational curriculum. There seems to be sufficient substance in a curriculum which includes food training in a total plan to meet the 20th century demands and expectations of students of a wide range of ability and age. Industry's needs might best be met through cooperative training. Dropouts may be decreased by early commitment to a relatively short term training program, one of learning by doing, which leads to early employment and upgrading on the job. Our youth may be able to foresee a place of worth for themselves in our complicated and changing economy. They may be trained and ready to strengthen that economy by the time they reach their majority. Their training should enable them to live fully and usefully.

Implied also with these statements of philosophy seems to be the need for continuous cooperation between the schools and industry for a two-way inservice growth plan, which trains for total life.

COMMON OBJECTIVES

Despite the variety of approaches to the teaching-learning situation, the commonality of objectives can best be noted from statements by the schools.

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19. Herman A. Breithaupt, "The Sound Approach to the Training of Foods Workers," 1966.

From one of the Greater Bay Area high schools involved in the FEAST programs, Capuchino High School in San Bruno, California, states these objectives:

General Objectives

The Food Education And Service Training program (F.E.A.S.T.) established at Capuchino in 1965-66, aims to prepare interested students through a two-year program (11th and 12th grades) for immediate employment after graduation in the food service industries or for higher education in this field.

It will provide students strong, basic education in the principles of food preparation and service, mathematics, and oral and written communication (English). The study and activities which make up the students' training will always be planned as a practical application of the courses they take in order to make school more meaningful, develop their interests and full potential.

Through working in the school cafeteria and in part-time jobs in the industry, the students will also have opportunity to practice skills required in cooking for and serving large groups. They should acquire an understanding of getting along with their employers, their fellow employees and the public.

Besides these fundamental aims, the program will offer additional levels of instruction in economics, American literature, basic science, and business, according to the ability of the students enrolled. Such instruction will also be particularly fitted to appeal to the students' interest in the food service industry but is intended to assure them of having a background similar to what other Capuchino graduates will have. These students in FEAST will have had additionally the advantage of coordinated team-teaching built around the core units of his food laboratory work.

Purpose of the Project (Capuchino High School)

The project is planned to prepare students for entry positions in the food service industry. Training will be geared to meeting the needs and requirements of jobs covered by contracts with unions, civil services positions in city, county, state and federal institutions, State Department of Employment job specifications, and university, college and school cafeteria positions.

Specific Objectives of the Project (Capuchino High School)

A. To provide a program that will make school more meaningful, challenging the student's interest and developing his full potential.

B. To develop the fundamental skills associated with the preparedness and service of food, including safety, sanitation and hygiene, and work simplification.

C. To develop knowledge of mathematical concepts through practical application of weights and measures in food preparations, in purchasing procedures, bookkeeping, cost control and profit margin, and operation of a cash register.

D. To develop the ability to communicate verbally and in writing in order to effectively relate to the public and to the food service industry.

E. To develop and encourage further use of basic knowledge and skills acquired in food service lab, in business-math, and in food service English through on-the-job training in school cafeterias.

F. To utilize the facilities, advice and support of the Advisory Committee comprised of members of the San Mateo County Restaurant and Hotel Owners Association.

G. **To develop the basic knowledges and work experiences necessary for the beginning level of employment.**

H. **To develop the added incentive for the student to want to continue his education and intellectual growth after employment.**

I. **To encourage self development so the student will be an asset to his community, and become a stronger person within himself. (20)**

Emerson Vocational School states as its objectives:

1. **To give boys a high school training**
2. **To give boys knowledges and skills about quantity food preparation.**
3. **To train boys in preparing and serving food by actual experience in our cafeteria and dining rooms. (21)**

Lindsey Hopkins Educational Center, Dade County:

1. **To provide adequate training to enable the learner to progress in the area of food preparation.**
2. **To develop in the learner an interest in following new developments in the preparation and serving of food as disclosed by trade magazines and other sources of trade information.**
3. **To develop in the learner safety and sanitary consciousness and a desire to work safely and in a sanitary manner at all times.**
4. **To develop in the learner habits and attitudes of self direction, self reliance, and ability to think out cooking problems independently.**

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20. D. Golladay, Foods Education And Service Training - FEAST, Ford Foundation and California State Department of Education Sponsored, Capuchino High School, San Bruno, California.

21. Mr. Robert May, Pertinent Information Regarding Commercial Foods Program, (Administration) p 1.

5. To develop in the learner a respect for and pride in the preparation of foods.
6. To develop in the learner habits of cleanliness, system, and order in all food preparation.
7. To develop in the learner respect for the care and use of food preparation equipment and tools.
8. To develop in the learner attitudes of dependability, cooperativeness and thoroughness.
9. To teach the learner the importance of using recipes and formulas in large quantity food preparation.
10. To teach the learner the fundamental skills and knowledges required to prepare vegetables, sauces, and baked products.
11. To teach the learner the proper technique of portioning and serving the prepared foods.
12. To teach the definite procedures to be followed in the storing of raw and cooked foods. (22)

Chadsey High School, Detroit:

Objectives

The broad objectives of the curriculum outlined in this manual are:

1. To identify the range of training required to produce properly qualified food preparation personnel.
2. To suggest the relative emphasis that should be placed on the various phases of the curriculum.
3. To develop occupational competency.
4. To develop high standards of workmanship.
5. To enhance the status and dignity of the food service.
6. To develop reliable workers and good citizens.

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22. Dade County Public Schools, Miami, Florida, Commercial Cooking and Baking, p.4.

Goals (Chadsey High School)

The specific goals of the suggested curriculum are:

1. To teach the fundamental skills associated with the preparation and service of food.
2. To teach the necessary related subject matter pertaining to food preparation.
3. To teach safe methods of work performance.
4. To teach the value of orderliness and pre-planning.
5. To develop the ability to plan and analyze work assignments.
6. To develop an appreciation of accuracy and the use of standards in production.
7. To develop through demonstration and practice an understanding of the use and care of equipment.
8. To develop an appreciation of sanitation and hygiene as personal as well as public trusts. (23)

A. To approach successful homemaking from a mature point of view, stressing a high degree of performance and more personal responsibility as a member of a family.

B. To develop good moral standards and ideals.

C. To learn that mental and emotional development is the result of proper guidance.

D. To learn the qualities that make a good home.

E. To acquire the ability to serve personal problems in relation to attitude, good judgement, money matters and getting along with others.

F. To plan, prepare and serve nutritious family meals and to keep an account of family income and expenditures. (24)

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23. Blanche E. Dornfield, Quantity Foods Preparation Curriculum Guide, Chadsey High School, pp 3-4.

24. Phoenix Indian School, Course Outlines Home Economics, p 18.

Oklahoma State University - Culinary Trades, a two-year program:

The objectives of this course are threefold in purpose:

1. **To prepare the student to enter the Food Service Industry in one or more of the following areas:**
   - a. **Dinner & Fry Cooking**
   - b. **Baking or Pastry Cooking**
   - c. **Salad and Pantry Work**
   - d. **Meatcutting**
   - e. **Stewarding or Supervision**
2. **To develop the student for advancement or entry into new areas of endeavor in the Food Service Industry.**
3. **To facilitate the training of persons engaged in the Food Service Industry.**

A graduate of this course should be a trained cook with sufficient technical knowledge to allow for future promotion and sufficient cultural background to aid him to take his place in the civic life of his community. (25)

Bucks County Technical School:

The food preparation person performs the hand and machine work necessary to prepare food in quantities for human consumption. He performs duties to prepare food and other items related to food service. He operates, regulates and maintains tools, equipment and materials necessary to operate various food service facilities. He performs other duties directly related to food preparation, follows direction and works with others. (26)

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25. Everett W. Kline, Culinary Trades Course Outline, Oklahoma State University, Okmulgee Branch, 1957, Intro.

26. A. Romaro, Guideline - Food Service Technology, Cooks, Hotel and Restaurant, Bucks County Technical School, Fairless Hills, Pennsylvania, p 1.

Middlesex County Vocational and Technical High School, whose program is designed for 10th. 11th and 12th graders, explain their objectives:

1. **The objective of this course is to develop the students' appreciation and understanding of sound food preparation methods and skills needed for quantity food production. This entails a knowledge of the physical facilities within the food preparation area as well as various methods of cooking food.**
2. **Students should realize that the consumers of their product will be the patrons of hotels, restaurants and other eating establishments. These patrons expect to receive full value for their expenditure. Students therefore should recognize the factors involved in preparation and service which determine the acceptability of food, such as quality, appearance, and palatability.**
3. **The teacher will use every means to help students appreciate the importance of correct food preparation methods so that the resultant end product is satisfactory. The student must also appraise himself as a professional food worker and must realize that work habits and standards of cleanliness have an important bearing on the quality of the food he prepares, on the job performance as a food worker and on his job success. (27)**

Any school anticipating a new program or wishing to evaluate its own goals or objectives can find areas of commonality among these statements expressed in the schools' own words and signifying its current direction and purpose.

ORGANIZATIONAL PATTERNS

In addition to the four basic organizational patterns listed on page 17-18, several variations on these themes were noted. Local conditions, philosophy, available personnel, total commitment to education,

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27. Gene P. Rendleman, Commercial Foods, Vol. XIII, 1963 Course of Study Outlines, Wood ridge, New Jersey, p 1.

economic and social strata seem to be reflected in commercial foods programs which are tailored to meet local needs. Some are organized to fit into existing educational arrangements, some to innovate, some geared as shop courses to supply industry with needed workers, some organized with little connection or communication with industry.

In some instances, the commercial foods program include ninth through twelfth grades. In most instances, ninth graders are being eliminated. They are considered too young in some instances, in some others the feelings were expressed that they need to learn high school routine before entering this program. Other reasons include the limited facilities available. In many cases only grades 11 and 12 are included. Most classes include both boys and girls. In a few only where emphasis is on home economics, girls only were enrolled. In two instances studied where boys only were included, a surprisingly virile program, an especially serious attitude toward work with "no folderol" and easier management was reported by the staff.

Most programs report both a minimum and a maximum period of time to be devoted to this program. Some students are permitted to leave the program after one year, some after two years, some three and one four (see Organizational Patterns, Table 1, page 48).

Length of the year seems quite standard (180 days). No mention was made of summer schedules. Class arrangements in all schools studied included three hours devoted to laboratory and three hours devoted to related subjects. Class size is determined by laboratory facilities and ranges from 12-22 in laboratories and from 12-38 in related subjects. Terminal goals included a heavy concentration upon salable skills, general knowledge and preparation for living well, educational and economical advancement, in addition to the high school diploma.

Table #1 illustrates typical similarities and differences in organization:

ORGANIZATIONAL PATTERNS

School	Grades	Sex	Time Allot-ment	Days per Year	Class Arrangement				Terminal Goal
					Shop	Class Size	Related Courses	Class Size	
1. Middlesex County Voc. & Tech.	10,11,12	Both	3 years	180	3 hrs. per day		3 hrs. per day		High School Diploma
2. Phoenix Indian High School	10,11,12	Girls	3 years	One Semester					High School Diploma
3. Emerson Vocational High School*	9,10,11,12	Boys	4 years	180	3 hrs. per day	17-20	3 hrs. per day		High School Diploma and placement in food service industry
4. Chadsey High School*	10,11,12	Both	2-3 years		3 hrs. per day	12-19	3 hrs. per day	20-34	High School Diploma and placement in industry
5. Fenton High School*	11,12	Both	1-2 years	180	3 hrs. per day	18-22	3 hrs. per day		High School Diploma and knowledge of how to live well, get further training for an occupation
6. Courter Technical High School*	9,10,11,12	Both	3 years	180	3 hrs. per day	18-22	3 hrs. per day		High School Diploma and technical training for job
7. Oakland Technical High School*	11,12	Both	2 years	180	3 hrs. per day	18-22	3 hrs. per day		High School Diploma and salable skill
8. Balboa High School	11,12	Boys	2 years	180	3 hrs. per day		3 hrs. per day		High School Diploma
9. Pacific High School*	11,12	Both	2 years	180	3 hrs. per day	18-25	3 hrs. per day	20-35	High School Diploma

*Schools visited

TABLE 1

STRENGTHS OF PROGRAM

Teachers' reactions to their commercial foods programs were elicited by means of the Data Gathering Instrument prior to visitation and in person by the investigators. Some of their own statements about the greatest strengths of their program were:

1. **School-to-work relatedness.**
2. **Versatility of staff and their dedication to welfare of students.**
3. **Quick opportunity to learn by doing.**
4. **High motivation and pride in accomplishments.**
5. **Willingness of students to participate and to realize the importance of the trade demands.**
6. **Hard work and interest of students.**
7. **Opportunity for planning, buying, preparing and serving meals.**
8. **Ability to prepare and serve foods under the control of instructional staff.**
9. **The closeness to actual true-to-life practices.**
10. **Purchase freedom (these departments find a variety of means of buying what they need when they need it).**
11. **The team approach which helps us help each other and thereby give more to the students.**
12. **The fact that students are exposed to some of the innumerable joys available in the foods industry.**
13. **The English, math and cafeteria experiences help to put over foods theory more effectively - These subjects make sense as related to industry.**
14. **Students are motivated because they realize the great opportunities offered by this program.**
15. **The cohesive functioning of team members.**
16. **The planning sessions held at City College under the capable staff there constitutes the greatest strength.**
17. **Meeting the needs of interested students.**

GREATEST NEEDS

Teachers likewise responded candidly to the greatest needs as they view their program. Expressed in the teachers' own words:

*1. More time for theory instruction.
2. Smaller class size.
3. Cut amount of food production time to allow time for theory needed in industry.
4. A laboratory area for research and experimental work.
5. Present equipment put into working order.
*6. Space for demonstration, separate from cafeteria area.
7. More space to reach the attention of all students at all times.
*8. More time to evaluate and to counsel with students. More time for selection of students for the program.
9. Better utilization of time.
10. Better arranged lab and up-to-date equipment.
11. Better screening of students.
12. More space to explore and utilize new equipment.
13. Additional non-certificated staff to control purchases, record keeping or storerooms.
14. Class schedules.
*15. A common conference period for all team teachers (or teachers involved) to coordinate our work and make plans.
16. I would like to see our principal become more involved.
17. Time for team members to contact prospective employers and to follow up on job placements.
18. During the second semester of training a more extensive program of actual training in job situations.
19. Class programs of math and English should be incorporated into the lab work as well as in classroom. Our students dislike the classroom, and I think they would benefit more from application at the time of learning.
20. I feel there should be more curriculum development on the high school level.
21. Closer correlation with the English curriculum.
22. More time needed for evaluation of vocational guidance and counseling to produce effective selecting of students.

* Repeated several times in the Data gathering instrument.

CURRICULAR MATERIALS

Curriculum development in the field of commercial foods is surprisingly extensive in some areas, sparse and uncoordinated in others. As might be anticipated, the approach seems to be largely determined by the motivating force behind the development of the program. If a single highly motivated individual initiates the program, the curriculum and subsequent training bears the stamp of that individual's background and training. The personal values of the leader are usually apparent in curricular objectives and in the approach to the teaching-learning situation. It is the "much of one's self" which makes the program go. Examples of this can be found in Courter High School where the curriculum reflects Bob Wasson's union and industrial background. The technician is a special kind of person in that school. His status is dignified in a manner too rarely seen at the non-baccalaureate level in our present society. Courter describes the technician this way:

> He the technician holds the key spot between the professional and the craftsman in industry. He uses drawing instruments, gauges, applied science, mathematics, diagnosis and analysis, common sense, initiative, and good judgement in changing the ideas and theories of the engineer into mass-produced items. He collects data...He builds, supervises and controls...He is the key man...a trouble-shooter...is essential to the growth of industry. (28)

At Courter High School they not only value the technician, they built a $10 million plant which verifies that status among educational objectives; they equip the plant to do the job. They utilize the plant days and evenings until 10 PM. They hold summer school mornings and afternoons.

The curriculum at Chadsey High School reflects the international approach to foods education of its leader, Herman Breithaupt. The variety of background and training among his staff, the stress on international cuisine which combines "knowledge of the old school plus the scientific principle of present-day research" influences the curriculum.

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28. Cincinnati Public Schools, Dimensions in Technology, p 2.

The commercial foods curriculum at Emerson Vocational High School, Buffalo, New York likewise reflects the vocational and industrial background of its founders and supporters. The knowledge of the needs of industry influenced Mr. Peter Gust Economou, former member of the Board of Education and manager of the Park Lane, when he helped to secure private funds for remodeling the kitchen and influencing the foods course outline. The administrators speak of more rather than less vocational emphasis. Mr. Angelo Pefanis enhances his knowledge of industrial needs as he works with the Statler Hilton while at the same time using his educational background on the hotel job. The curriculum, while definitely geared to industry, includes the academic training necessary for a high school diploma. This masculine program, designed for boys and taught by vigorous young men, (except for the librarian) bears the stamp of the rigors of competitive industry taught with a warm heart. This curriculum avoids the pitfalls of generalities, lack of depth and specificity sometimes evident in vocational curricula and justified by the statement that a curriculum "cannot be all things to all people" or "it cannot serve two masters." This program brings evidence that depth in technical training can accompany, supplement, even fortify and motivate the general academic training necessary for the high school diploma.

If the commercial foods program is a companion to an otherwise strong distributive education plan, the emphasis is upon the on-the-job training in any wholesale, retail, risk bearing, transportation, or service industry. This federal and state reimbursed program aims to supply training in needed areas of the American economy, for, according to Robert Varney, Distributive Education Coordinator, Fenton High School, Bensenville, Illinois: "...It was discovered that a weakness in the distribution area tended to cause recessions and possible depressions." (29) Students are prepared for foods classes and training stations as a part of a business contract. Plentywood Farm, an outstanding restaurant across the meadow from Fenton High School, handled all the technical aspects of the students' training from 1961-65. In 1965 the curriculum reflects a happy blend of commercial training and home economics approach to foods.

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29. Letter dated May 20, 1966.

Another example of this combination was found in Stockton, California. Here in a FEAST program the home economics instruction at Franklin Senior High School combines forces with the Distributive Education coordinator for maximum opportunities in training, placement and on-the-job supervision.

Still a third approach to curriculum development is founded in 8-10 high schools in California - operating with funding by the Vocational Education Act of 1963 through the California State Department of Education Homemaking Bureau - called FEAST. The team teaching interdisciplinary approach to curriculum development is initiated with the program. The team consists of the home economics instructor, teachers of communication and mathematics, the counselor, and sometimes the principal, cafeteria manager and science teacher are included. This curriculum, although of necessity evolves more slowly than when a single individual does the planning, it presumes to bring to the curriculum the best that each subject area has to give. This interdisciplinary planning is either accompanied or preceded by a two-week laboratory in commercial foods and related curricular workshop sessions. These programs evolve with the stamp of strength wherever it develops in the process. Emphasis here seems to combine strength in basic skills for academic training and industrial orientation and training.

COMMON CURRICULAR AREAS

Whatever the process for development of curriculum there appear common areas. All seem to include, beside the great variations in foods, basic mathematics, (sometimes called accounting or business math), communication or English. Many include science. Some include formal training in foods service, some leave this for on-the-job orientation. Some curricula show heavy concentration toward industry, some stress the high school diploma as the ultimate goal. All seem to stress preparation for life. All programs studied seem able to avoid the extreme pressure of numbers so evident in other curricula plans and all seem able to focus on the individual student. The distinct impression comes through that the individual student is being served.

The careful selection process is reflected throughout these programs. A generalist in curriculum development may ask, "Are these the advantaged youth?" A non-technical student at Chadsey High School in Detroit, who volunteered to escort the writer to another wing of the building when he learned that we were visiting food classes replied, "Oh, they have more fun than we have." The fun may result, at least in part, from clear definition of goal, whether long term or short term, and from extended lab experiences. Some specific aim and a sense of direction probably gives the high school student a sense of identity and certainly this may not come easily to the college bound student without a specific objective or to the terminal student planning to find "some job when I leave school." The close personal relationship which develops in these smaller classes probably influences the feelings of students about and reactions to their school life. The ability and opportunity to use what they learn immediately apparently enhances the self-image of the student.

NEEDS COMMONLY EXPRESSED

In all schools visited and the programs studied through the available literature, a distinct impression of the needs most commonly expressed may enable us to pinpoint more clearly the needs of all youth. Implementing such needs in general education curricula is readily recognized as easier said than done. As a matter of fact, as a generalist without benefit of ever having any technical training, the author found herself feeling a sense of pity for those students outside these exciting laboratories of learning.

Needs common to all students in commercial foods curricula seem to be:

1. Instructors who are committed, inspired and competent.
2. Administrators with some understanding of the program, with broad community support, with courage to demand and procure the necessary backing.
3. School time specifically scheduled for teachers to develop curriculum materials outside the pressures of classroom assignments.

4. Liaison staff members with time to bridge the gap between the classroom and the work-a day laboratory experience.
5. A counseling staff which serves prior to registration, during and throughout the training program. Knowledge of students, tests, of curricula, of the needs and pressures of industry, of parental pressures and staff problems will become a part of the counselor's accoutrement as he serves in this program.
6. Acceptance of the food curricula as worthy by the entire school staff.
7. Some teacher training programs geared to quality food preparation to give pretraining, on-the-job training and post training.
8. National, regional and local training conferences for initial training, upgrading staff and interchange of ideas, practices and materials given by highly skilled and/or inspirational leaders.
9. A selection process which provides motivated students.
10. Orientation of parents and students to the demands, responsibilities and privileges of the program.
11. A curriculum plan which gives adequate depth to the technical program yet values and structures the academic subjects for adequate simultaneous pursuit.
12. A curriculum which is realistic in terms of student needs, teacher competencies and the needs of industry.
13. A physical plant which enables adequate preparation in commercial foods.
14. A community which will value, support and help to finance the program.
15. Local businessmen who wish to serve as a part of the teaching team, who can accept the inexperience of youth and provide a realistic learning laboratory.
16. A public relations program which interprets, gives due publicity, supports and smooths the way within the school as well as the community.
17. Recognition of the growing significance of the commercial food industry by local universities and colleges in their educational offerings.

18. Close articulation of this program from grades 10 through the junior or technical college and university level to avoid repetition and loss of time.
19. Regional and national conferences devoted exclusively to food curricula.
20. A regional pool of experienced resource persons, including industrial and educational, available on call for whatever help is needed.

AVAILABILITY OF MATERIALS

Availability of materials is a subject of great concern to the Council on Hotel, Restaurant and Institutional Education, the American Hotel and Motel Association, the National Restaurant Association, the Club Managers Association of America, to anyone involved with commercial food education. Although the investigators of this project found much that is beautiful, inspiring, more than adequate, being used by the individual teacher in the classroom, there seems little that is in publishable form. Teachers would be happy to share, to sell, to exchange curriculum and other materials, but their busy schedule, heavy work-study programs permit little if any time to organize, elaborate, polish, even complete curricular materials. We found in isolated situations, mimeographed daily lesson sheets, visual aids, equipment descriptions and lists, related subject outlines, plans or cooking manuals that were outstanding and worthy of quality production. There was always a similar reaction, "You may have it, of course, if it will help anyone; but I haven't time to clean it up, even to complete it." In almost no cases did we find materials already published and for sale. A few schools have materials which could be shared with another teacher.

In a few instances manuals might be for sale by State Departments of Education. As an example, by a school district office, but almost always the reply was the same; no budget and no time for production. Mimeographed examination copies may be squeezed out of a few local budgets, trade press releases may be purchased from national associations, but no provision for writing or completion of curricular materials beyond the daily needs in the classroom.

Counseling data which included selection of tests, orientation data, interview techniques, follow up procedures were discovered which would be invaluable in other situations if they could be available.

The questions which present themselves are "Does this lack of time and money mean more state or national financing is needed or more help from foundations?" Should local planning broaden its base to include day hours for curricular planning and development, more funds for publication of local materials, greater provision for joint planning and development of materials by industry and education? Is a possible reassignment of staff including supervisory and administrative to the task of coordinating, developing and publishing appropriate commercial foods instruction materials indicated? Should national organizations such as CHRIE coordinate and provide channels for exchange and/or purchase of materials?

TEACHER RECRUITMENT, SELECTION AND TRAINING

Little specific data on the subject of teacher recruitment, selection and training for commercial food was available except for those schools visited. Since this was an item on the data gathering instrument used prior to visitation, rather specific data was obtained which is sufficiently varied as to be probably representative of the national picture. Teachers in commercial food seem to have more specific training and experience than might be found among teachers in other fields. Among those studied, training ranges from 22 hours of teacher training plus some trade and technical training to as many hours of specific training beyond the M.A. or M.S. Special training ranges from commercial food in a technical high school or two-year technical institution beyond high school to single semester course in a specialized field. This schematic arrangement given in Table 2 depicts the variety and specifity noted: (See Page 58)

Recruitment and selection practices of instructors for these programs seem varied and greatly in need of reinforcement. The most common procedures discovered were those mentioned in the data gathering instrument:

TRAINING OF TEACHERS				EXPERIENCE	
Trade and Technical	University or College	B.S./A.B. (Major)	M.S./M.A. (Major)	Industrial	Teaching
Commercial School	X	X.	X	Salad Girl-Univ.Summer Cook. Cook & Chef-Hotels & Rest.	County Home Advisor Homemaking Teacher Commercial Foods
County Tech. Institute Culinary Institute	Summer Teacher Training for Voc. Tech. Indus. Teachers			Mgr. Foods & Beverage-Hotel. Self Employed. Banquet Captain-Athletic Club. Club Steward-Army Officers Club. Asst. Mgr. - Hotel	Commercial Foods
		Home Econ.	Institutional. Mgmt. & Foods	Summer Salad Maker	Home Economics Teacher. Adult Educ. & Pub. Relt. Homemaking Teacher Team Leader
Camp Counselor		General Secondary	English		English Teacher
	Six Hrs. professional education	Business Education		Office Worker-part time. Office Worker-full time.	High School Instructor
		Math & Science	General Secondary	None	None
		Home Econ.	General Secondary	None	None
Junior High Technical		Business	Business	Marketing Manager	Business Subjects Distributive Educ. Coordinator
Apprenticeship in family business. Cake Decoration		X	X	Apprentice to Mgr. - Bakery Chef-Navigation Co. Lt. USNR-Food Service for 300 officers - Baker and Foreman	Head of English Dept. Baking Instructor Owner & trainer of private bus.
Voc. Educ. course at University. Wine Appreciation Course. Gourmet Cooking		X	X	Farm Hand - Sales Clothing Inspector - US Army. Machine Inspector Ordinance	Food Service Home Economics
Apprentice Training	32 hrs. teacher train.			Sous Chef - Athletic Club. Executive Chef - Hospital	Instructing Chef
Commercial Foods High School Cake Decorating Gourmet Cooking Adult Evening Amer. Hotel Institute	Extension Service Teacher Training Voc. Educ.			Chef - Restaurant Cook - Chop House Student Cook - Hotel	Adult evening cooking Chef Instructor
Commercial Foods High School Cake Decorating	Ext. Service Teacher Training (22 hrs.)			Pastry Chef - Summer Camps, Hotels	Adult Eve Pastry Pastry Chef Instr.
Commercial Foods High School Apprenticeship Training - Hotel	Extension Service Teacher Training			Cook - Hospital and Hotel	Adult Eve Chef Instructor Chef
Specific Summer Workshops	City College of S.F. 2 - 4 weeks				

Beyond M.A. incl. Voc. Cred. - None

TABLE 2

personal application
invited to participate
urged to participate
Advisory Committee Recommendations
Council on Hotel, Restaurant and Institutional Education
Teacher Personnel Divisions (probably district office)
technical institutes (an increasing number of these graduates are securing their secondary or vocational education credential)

Little information exists regarding on-the-job and advanced training beyond that indicated on page 58. It would appear that presently on-the-job help is given by department heads and/or the principal. The vocational or home economics supervisors, district or county, give support and training in many instances. Nearby colleges, universities, technical institutes, junior colleges and private institutions sometimes play a vital part in teacher in-service training. Few if any instances beside the schools involved in the FEAST program indicate any organized specific teacher training in quantity food production and/or curriculum development. Most teachers expressed a need, a real desire for training which would enable them to do a better job in their specific area and, would hopefully, be acceptable for salary increment. For those teachers coming into commercial food from the academic subject areas, specific knowledge and training, geared to and possibly taught by industrial personnel, seems in strong demand. Those teachers coming in from industry, on the other hand, seem concerned with upgrading their "professional proficiency." This latter group expressed some feelings of inadequacy and sometimes question the acceptance by their academic peers.

Administrators who plan in-service experience will do well to be cognizant of these mixed feelings. They also share a responsibility to convince training institutions of the teacher needs and to be aware of the growing status and opportunities of the hospitality industry. During every visitation, this concern was voiced in one way or another.

At Courter High School, the administration arranged for a professor of teacher education from the local university to meet with the investigators. They discussed present opportunities, needs and possible developments for the future. A mutual sharing and discussion of the problem at local levels would hopefully be beneficial.

PUPIL SELECTION AND RECRUITMENT

Pupil selection seems to hold at least a part of the key to the success of commercial food programs. Perhaps keeping the third eye on industry as selections are made, exerts a major influence. Since placement for work experience is a major consideration, educators are forced to eliminate some for whom they may feel some especial interest, compassion, or family obligation. Educators learn much about industrial expectations from their industrial training partner as they discuss student development on the job.

Since much similarity exists in practices, a few representative statements from specific schools will be cited:

Emerson High School, Buffalo, bases its selection upon personal application, guidance testing and faculty interviews.

Courter High School, Cincinnati, uses counselor and teacher interviews, option cards, grade and ability qualifications, recommendations of exploratory foods teacher (a tenth grade food service class).

Chadsey High School, Detroit, uses counselor contact, application blanks, personal interviews, former students. According to H. Breithaupt:

> ...We feel that the Commercial Foods Department of Chadsey High School has made an outstanding contribution and has played a very important role in selecting, screening and training our future cooks, bakers, pastry cooks, chefs and food workers in general.
>
> After several years of trial and error methods, we gradually established certain procedures and policies that are now accepted and proven to be sound. Today, every student who enrolls must fill out an application blank which includes a consent from his parents, a statement from the counselor

> of the school from which he transferred and his last card marking.
>
> After the application is returned to us from the counselor, the parents and the applicant are invited by letter for an interview. This procedure is very satisfactory to all concerned. This interview gives the parents and the prospective student a chance to see every unit of the department in operation and they can observe first-hand what we have to offer. Meeting the parents helps to understand the student, his desires, problems and what is needed in his academic course to give him a well-planned program. After he has been accepted, our own counselor enrolls him in his high school subjects. . . (30)

Fenton High School, Bensenville, Illinois, reports that students are referred from the counselor to the teacher-coordinator. Their own Statement of their criteria for selection is given:

> Cooperative Business Education Program
> Criteria for the Selection of Student-Learners
>
> In order to accomplish our basic objectives and to insure, as much as possible, the success of our program, it is highly recommended that the prospective student-learners fulfill most of the following requirements:
>
> 1. The prospective student-learner must be 16 years of age or over by the time of placement in a training station and be in the 11th or 12th grade in school.
> 2. The student should possess desirable personality traits, be of good character, be dependable and honest.
> 3. The prospective student-learner should display a sincere interest and aptitude in the distributive field as determined by one or more of the following: (a) Kuder Preference

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30. H. Breithaupt, "The Role of the Vocational School, a presentation to the Council on Hotel, Restaurant and Institutional Education," December 1960, Cornell University, p 1.

Test; (b) Detroit Retail Inventory Test; (c) Examination of grades to date; (d) Examination of counselor's data as to attitude, personality, etc.; (e) Personal interview with prospective student-learner, his parents and his teachers; (f) Results of contacts with previous employers, if any.

4. The prospective student-learner should be of average intelligence and definitely be able to profit from this type of related instruction.
5. The prospective student-learner must be mentally and physically fit to accept a position where these demands may be made of him.
6. The prospective student-learner should have a good attendance record at school, and have his parents permission to participate in the cooperative program.
7. The prospective student-learner will conduct himself at all times in a manner that will be a credit to himself, his parents, his community and his school.
8. The prospective student-learner should have satisfactorily completed basic courses in salesmanship and retailing before his entrance into the coop program. (31)

FEAST Project schools, California, use a team approach to selection of students. The program is explained to tenth graders in the school. Letters and explanatory materials are mailed to all principals within the system. Open enrollment is maintained in most districts. Application papers, including parent approval and assurance of cooperation, previous grades, reading level, I.Q. and citizenship are considered. The selection is made by the teaching team which includes the counselor, the cafeteria manager and the principal.

Brochures which depict the role of these training programs in the life of the student and in the community, often play a prominent part in recruitment. Some are pictorial and carry an appealing story. Some are financed by the local advisory boards, some by national or regional associations, some by joint ventures. Distribution of these brochures tends to inform parents and students, to raise the prestige of such course and to interest local industry.

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31. Materials supplied by R. Varney during visitation.

Speakers from commercial food departments spread the word before P.T.A., service clubs and local organizations. Perhaps one of the strongest means of recruiting is student demonstrations at food fairs, ice carving displays, exhibits and television appearances, serving in the school cafeteria, at banquets, luncheons, or selling bakery products to the public, especially when in uniform. The face of interested, proud performers speak volumes. When the student in crisp uniforms serves in his own cafeteria or on banquets or special luncheons, he creates an interest. When he sells bakery products to the faculty or public, he proudly demonstrates his skill and products of his training.

PUPIL ORIENTATION TO INDUSTRY

- **One particular characteristic which contributes to the unquestioned success of the commercial food programs is the orientation to industry which students are given.**

The complexities of present day economic, legal, sociological and technological organization make easy access to the world of work increasingly difficult for teen-aged youths. Earlier the youth could study one of the few vocations or professions open to him by means of personal contact, family influence or observation. The student must now explore several avenues. He must read detailed descriptions for which he has no background, find a television or radio program which depicts real life entry activities or find a competent counselor who knows about the profession and can help the student match personal attributes and interests to job requirements. Until a student knows what specific activities will be done, in what environment and under what conditions, his choice of vocation may lead to disappointment, lack of success and the need for frequent retraining. At this stage of career consideration, finding what one does not want to do may be as significant and economic as finding what one does want.

Field trips are an excellent means of introducing the student to the wide variety of experiences involved in the industry. At first hand, he can observe the glamour of the industry, its requirements and opportunities.

Pacific High School, San Leandro, California, structures the field trips with these simple guidelines:

PROJECT FEAST

Mannings Field Trip

Pacific High School, San Leandro, California

1. **Who was your guide? His title?**

2. **How many stations or preparation areas are there in their kitchen?**

3. **How were the employees dressed?**

4. **How was the morale?**

5. **Were the sanitation and safety rules observed?**

6. **What major equipment do they have?**

7. **What type of service does Mannings use? Explain.**

8. **What decorations do they use? Is there anything unusual?**

9. **How many employees do they have on a regular shift? Are their cooks women or men? Why?**

10. **How many customers do they feed daily?**

11. **How many different entrees do they offer daily? Who chooses the entrees?**

The dynamic world of food service, so full of excitement, change and opportunity may have a strong appeal for some students. Others may be discouraged by the pressures, the smells, the noise, and hard work which seems to offer them little by way of challenge and satisfaction. The student needs the experience of the rhythm of a work day or week with its "peak" and "slack" periods. He needs the experience of contributing to the change in disposition and the well being of the hungry and impatient person as he is fed. These experiences help him decide whether this occupation has genuine appeal.

Examples of orientation programs which seem to be organized to arrange for placement, supporting, evaluating, and upgrading the student while on the job, were found in several of the schools visited. Since this phase of the program would be almost impossible to evaluate en absentia, examples will be cited from direct observation and experience. This does not imply, however, that other programs could not equal or excel.

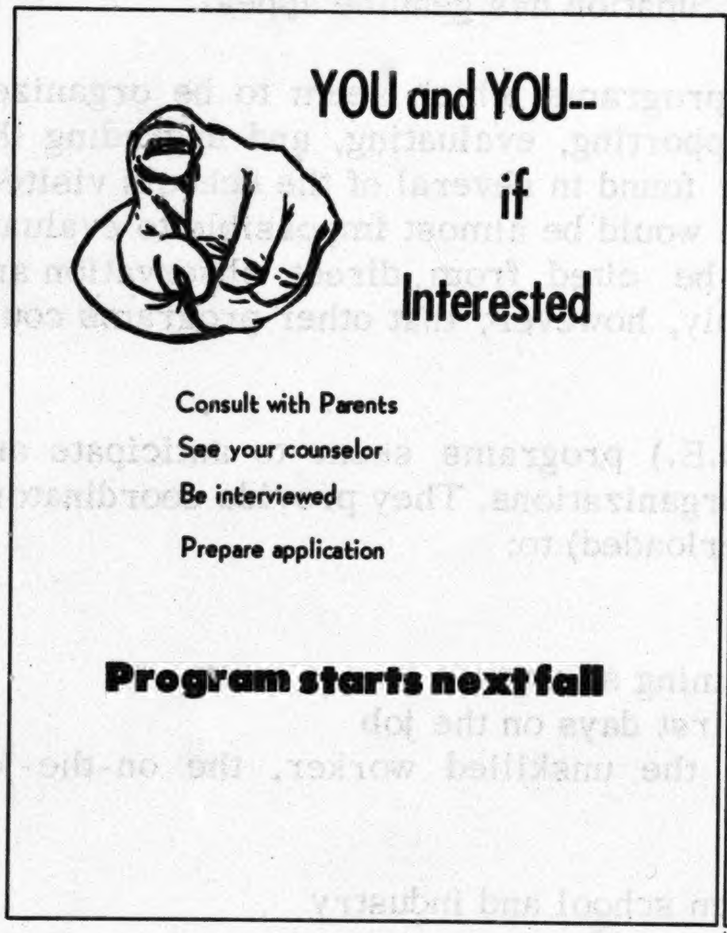
Distributive Education (D.E.) programs seem to anticipate and avoid many problems in their organizations. They provide coordinators (although seemingly always overloaded) to:

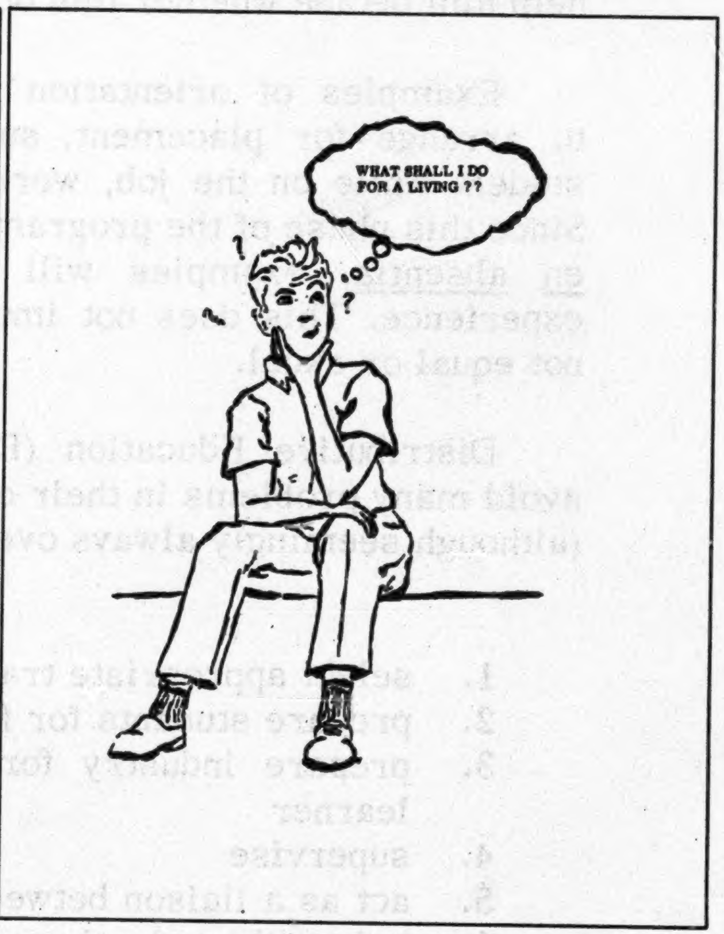
1. select appropriate training stations
2. prepare students for first days on the job
3. prepare industry for the unskilled worker, the on-the-job learner
4. supervise
5. act as a liaison between school and industry
6. help with evaluation and grading
7. facilitate job placement and/or part-time work while students continue their formal education

The coordinators contacted, although well oriented to industry, are members of the education staff of the high school. They seem to have one foot in each world and are able to help with consideration of the wholeness of the student's world. The successful ones seem able to find industrial workers who see themselves as teachers, take pride in careful instruction and growth of the student.

EXAMPLES OF COORDINATING AND COUNSELING MATERIALS

The orientation program at Fenton High School-Plentywood Farm in Bensenville, Illinois, was developed cooperatively. Student and parent interest is captured by these illustrations which are excerpts from their Distributive Education Booklet. (32)


YOU and YOU--
if
Interested
Consult with Parents
See your counselor
Be interviewed
Prepare application
Program starts next fall


WHAT SHALL I DO FOR A LIVING ??

The Fenton High School brochure, "Training for Careers in Distribution," so clearly expresses their function, the specific objectives and the criteria for the selection of training stations that several of their examples are reproduced in full:

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32. R. Varney, Distributive Education "Training for Careers in Distribution."

General Statement (Fenton High School)

The function of our school is to expose students to the best experiences that the community, Board of Education, and professional staff can provide. These should enable the student to learn and develop those attitudes, habits, knowledges and skills which will best help them to fulfill the maximum self-development for each according to his own ability and effort. These experiences should be based upon accepted educational practices in keeping with training for citizenship and character in the finest traditions of American Democracy. The school should help each student adopt a set of values which will create in him a wholesome concern for others.

Students should be taught to reach conclusions after examining and sifting available information with critical observation. These conclusions should be constantly tested in the light of further evidence. Education should teach students how to live well and how to prepare for further training or for an occupation. Each student should be recognized as an individual, but no individual should be permitted to exploit the school, imparing its effective functioning.

The school should function with close knot community ties. Parents, Board members and faculty should act cooperatively for the welfare of the student. The school belongs to the residents of the district who through democratic practices appoint authority to set the policies and standards for its operation.

Specific Objectives (Fenton High School)

The cooperative education method is a cooperative working arrangement between the school and the business establishments in the community, whereby students receive instruction in the classroom directly related to their chosen business occupation, and receive laboratory experience and training with businessmen who provide part-time employment.

The specific objectives of the Cooperative Business Education Program at Fenton High School are:

1. To aid student-learners learn skills in living - both personal and vocational.
2. To promote a feeling of self-respect and achievement in the student-learner.
3. To help student-learners build and develop sound work habits, proper attitudes toward work and to help them bridge the gap between school and initial employment.
4. To motivate students, through meaningful experiences and by the promotion of cooperative attitudes in students, to remain in school until graduation.
5. To offer the student-learners training, through classroom experiences and on-the-job training, in modern business methods and practices so that the efficiency of operation of distributive businesses may be increased and thereby help to reduce costs.
6. To provide training for the future distributive worker so that he will have greater job satisfaction; enjoy greater earning power; and have a feeling of permancy of employment.
7. To aid in the development of specialized distributive skills and knowledge in the student-learners in an attempt to help reduce business losses due to inefficient employees as well as to unsound management policies and practices.
8. To help provide our city, state and our nation with specially trained distributive workers who will be better also to satisfy the needs of consumers more intelligently, efficiently, and agreeably, thus contributing to the overall improvement of our standard of living.
9. To aid the student-learner in the development of desirable personality and character traits.
10. To help correlate the objectives of the Cooperative Business Education Program with the overall school philosophy.
11. To help improve the school-community relations. (33)

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33. R. Varney, Materials made available during visitation.

Not only do students understand the following statements, prior to entry, parents understand the privilege and the responsibilities inherent in this program. The students' total development seems to imply a wholesome preparation for work and for life. These steps are explained and clarified to students:

(Fenton High School)

What students receive from a program of Cooperative Work Experience:

A. The promotion of good student attitudes toward work.
B. The promotion of good student work habits.
C. The encouragement of desirable traits of character.
D. The promotion of feelings of self-respect and achievement.
E. The promotion of cooperative attitudes in students.
F. The promotion of student guidance.
G. Making possible a limited supervised introduction of students to the activities and demands of the normal work world.
H. Promotion of good employer-employee or worker-work supervisor relationships.
I. Development of job intelligence and imagination in student workers.
J. Development of interest in the school's regular or non-work experience program in those students who respond best or only to real life situations.
K. Development of general, elementary vocational skills. (34)

Criteria for the Selection of Training Stations (Fenton High School)

It is highly recommended that, when a prospective training station is being considered, most of the following criteria be fulfilled:

1. The employment must conform to any restrictions that may apply, as set forth in the Federal and State Child Labor Laws.

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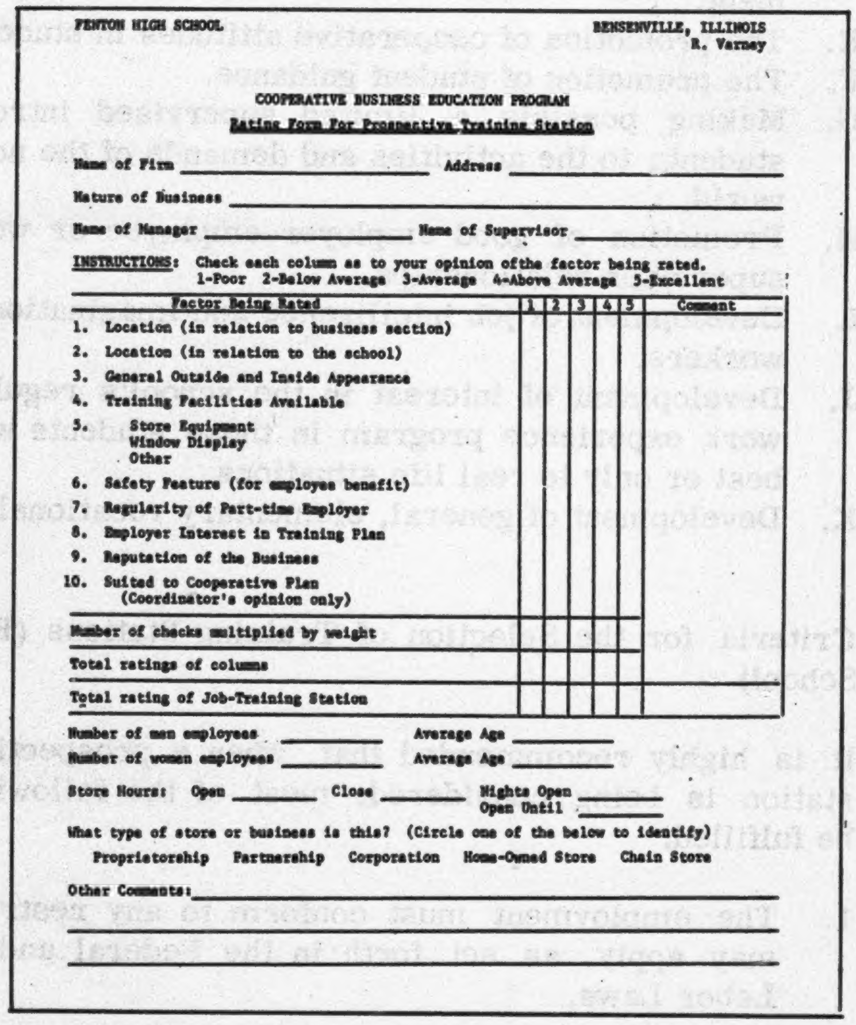
34. Ibid.

2. The prospective training station must be a reputable and successful place of business.
3. The employer should provide varied experiences and responsibilities for the student-learner so that the student will receive a complete picture of the total operation.
4. The employer should pay the same wage to the student-learner that he would pay to any other beginning employee having similar experience, duties and responsibilities.
5. The employer should furnish an understanding person who will serve as the student-learners training sponsor.
6. The employer must guarantee an average of a minimum of 15 hours a week of employment during the school term.
7. The prospective training station should be located within a reasonable distance from the school. (35)

Rating Form for Prospective Training Station (Fenton High School)



FENTON HIGH SCHOOL

BENSENVILLE, ILLINOIS
R. Varney

COOPERATIVE BUSINESS EDUCATION PROGRAM

Rating Form For Prospective Training Station

Name of Firm ________ Address ________

Nature of Business ________

Name of Manager ________ Name of Supervisor ________

INSTRUCTIONS: Check each column as to your opinion ofthe factor being rated.
1-Poor 2-Below Average 3-Average 4-Above Average 5-Excellent

Factor Being Rated	1	2	3	4	5	Comment
1. Location (in relation to business section)						
2. Location (in relation to the school)						
3. General Outside and Inside Appearance						
4. Training Facilities Available						
5. Store Equipment Window Display Other						
6. Safety Feature (for employee benefit)						
7. Regularity of Part-time Employer						
8. Employer Interest in Training Plan						
9. Reputation of the Business						
10. Suited to Cooperative Plan (Coordinator's opinion only)						
Number of checks multiplied by weight						
Total ratings of columns						
Total rating of Job-Training Station						

Number of men employees ________ Average Age ________
Number of women employees ________ Average Age ________

Store Hours: Open ________ Close ________ Nights Open ________
Open Until ________

What type of store or business is this? (Circle one of the below to identify)
Proprietorship Partnership Corporation Home-Owned Store Chain Store

Other Comments: ________

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35. Ibid.

(Fenton High School)

Students in this program seem to sense a unique responsibility to their employers and to their community. It may result from these clearly delineated expectations, quoted from their handbook:

1. **What employers receive from the program.**

   A. **Getting dependable part-time help**
   B. **Provide a reserve of trained help for the future**
   C. **Opportunity to try out students as prospective employees**
   D. **Get employees who are more interested and satisfied with their work**
   E. **Secure employees who have abilities for their work**
   F. **Have employees trained in latest methods**
   G. **Easier to correct faults of employees**
   H. **Possibility of training for full-time regular employees in afternoons or evenings**

2. **Benefits the community receives from the program.**

   A. **Better adjusted young people who want to stay in the community**
   B. **Young citizens who have learned how to get along with others**
   C. **A more adequately trained labor supply in certain fields**
   D. **A young citizen who is better informed as to the opportunities in this area**
   E. **Has learned job satisfaction and is therefore a more content and adjusted individual**
   F. **Has learned community cooperation by being a part of a cooperative program - home, school and business working together. (36)**

If after study and careful consideration the student wishes to enter the program the following forms are completed, involving him, his parents and his counselor.

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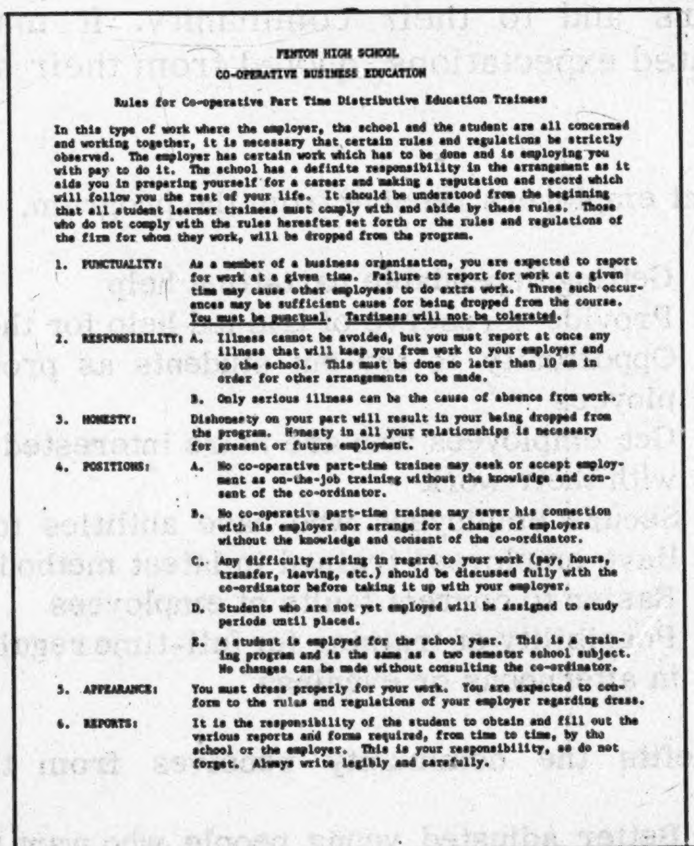
36. Ibid.



FENTON HIGH SCHOOL
CO-OPERATIVE BUSINESS EDUCATION

Rules for Co-operative Part Time Distributive Education Trainees

In this type of work where the employer, the school and the student are all concerned and working together, it is necessary that certain rules and regulations be strictly observed. The employer has certain work which has to be done and is employing you with pay to do it. The school has a definite responsibility in the arrangement as it aids you in preparing yourself for a career and making a reputation and record which will follow you the rest of your life. It should be understood from the beginning that all student learner trainees must comply with and abide by these rules. Those who do not comply with the rules hereafter set forth or the rules and regulations of the firm for whom they work, will be dropped from the program.

1. **PUNCTUALITY:** As a member of a business organization, you are expected to report for work at a given time. Failure to report for work at a given time may cause other employees to do extra work. Three such occurences may be sufficient cause for being dropped from the course. You must be punctual. Tardiness will not be tolerated.

2. **RESPONSIBILITY:** A. Illness cannot be avoided, but you must report at once any illness that will keep you from work to your employer and to the school. This must be done no later than 10 am in order for other arrangements to be made.

   B. Only serious illness can be the cause of absence from work.

3. **HONESTY:** Dishonesty on your part will result in your being dropped from the program. Honesty in all your relationships is necessary for present or future employment.

4. **POSITIONS:** A. No co-operative part-time trainee may seek or accept employment as on-the-job training without the knowledge and consent of the co-ordinator.

   B. No co-operative part-time trainee may sever his connection with his employer nor arrange for a change of employers without the knowledge and consent of the co-ordinator.

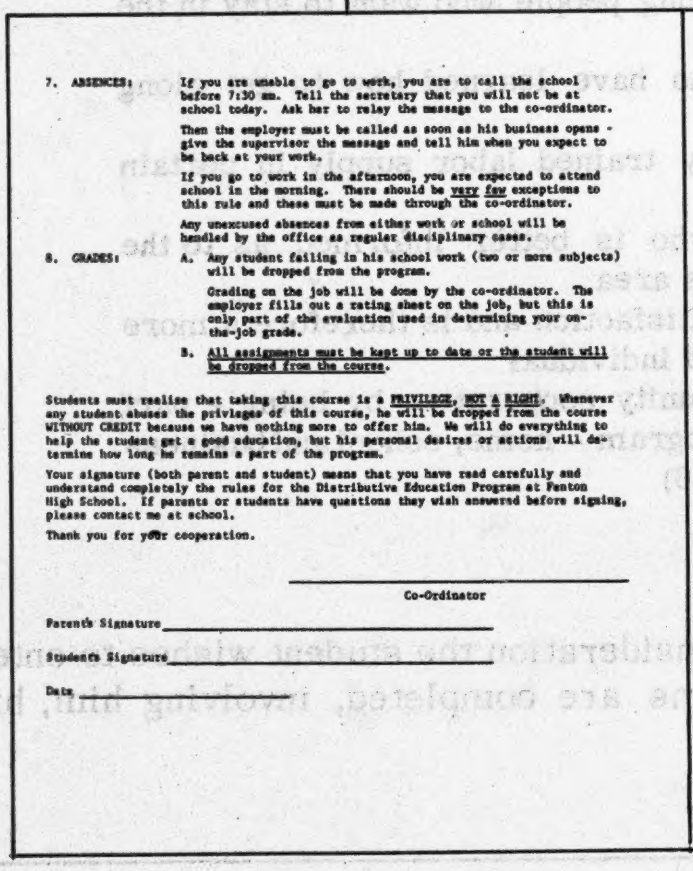
   C. Any difficulty arising in regard to your work (pay, hours, transfer, leaving, etc.) should be discussed fully with the co-ordinator before taking it up with your employer.

   D. Students who are not yet employed will be assigned to study periods until placed.

   E. A student is employed for the school year. This is a training program and is the same as a two semester school subject. No changes can be made without consulting the co-ordinator.

5. **APPEARANCE:** You must dress properly for your work. You are expected to conform to the rules and regulations of your employer regarding dress.

6. **REPORTS:** It is the responsibility of the student to obtain and fill out the various reports and forms required, from time to time, by the school or the employer. This is your responsibility, so do not forget. Always write legibly and carefully.



7. **ABSENCES:** If you are unable to go to work, you are to call the school before 7:30 am. Tell the secretary that you will not be at school today. Ask her to relay the message to the co-ordinator.

   Then the employer must be called as soon as his business opens - give the supervisor the message and tell him when you expect to be back at your work.

   If you go to work in the afternoon, you are expected to attend school in the morning. There should be very few exceptions to this rule and these must be made through the co-ordinator.

   Any unexcused absences from either work or school will be handled by the office as regular disciplinary cases.

8. **GRADES:** A. Any student failing in his school work (two or more subjects) will be dropped from the program.

   Grading on the job will be done by the co-ordinator. The employer fills out a rating sheet on the job, but this is only part of the evaluation used in determining your on-the-job grade.

   B. All assignments must be kept up to date or the student will be dropped from the course.

Students must realise that taking this course is a PRIVILEGE, NOT A RIGHT. Whenever any student abuses the privleges of this course, he will be dropped from the course WITHOUT CREDIT because we have nothing more to offer him. We will do everything to help the student get a good education, but his personal desires or actions will determine how long he remains a part of the program.

Your signature (both parent and student) means that you have read carefully and understand completely the rules for the Distributive Education Program at Fenton High School. If parents or students have questions they wish answered before signing, please contact me at school.

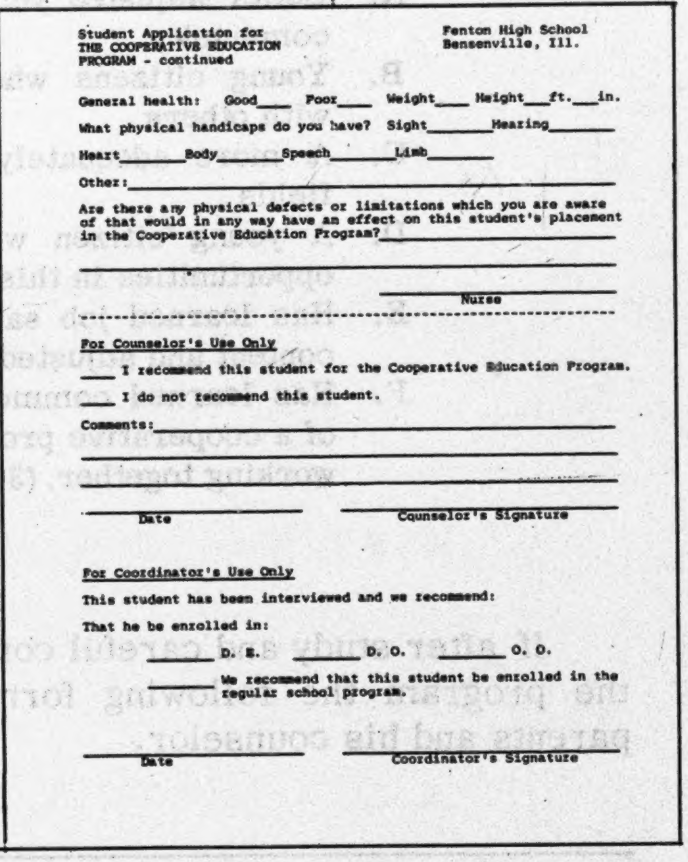
Thank you for your cooperation.

____
Co-Ordinator

Parents Signature ______________________________

Students Signature ______________________________

Date ____________________



Student Application for
THE COOPERATIVE EDUCATION
PROGRAM - continued

Fenton High School
Bensenville, Ill.

General health: Good____ Poor____ Weight____ Height___ft.___in.

What physical handicaps do you have? Sight________Hearing________

Heart________Body________Speech________Limb________

Other:______________________________

Are there any physical defects or limitations which you are aware of that would in any way have an effect on this student's placement in the Cooperative Education Program?______________________________

____

____
Nurse

For Counselor's Use Only

____ I recommend this student for the Cooperative Education Program.

____ I do not recommend this student.

Comments:______________________________

____

____

____________________ Date

______________________________ Counselor's Signature

For Coordinator's Use Only

This student has been interviewed and we recommend:

That he be enrolled in:

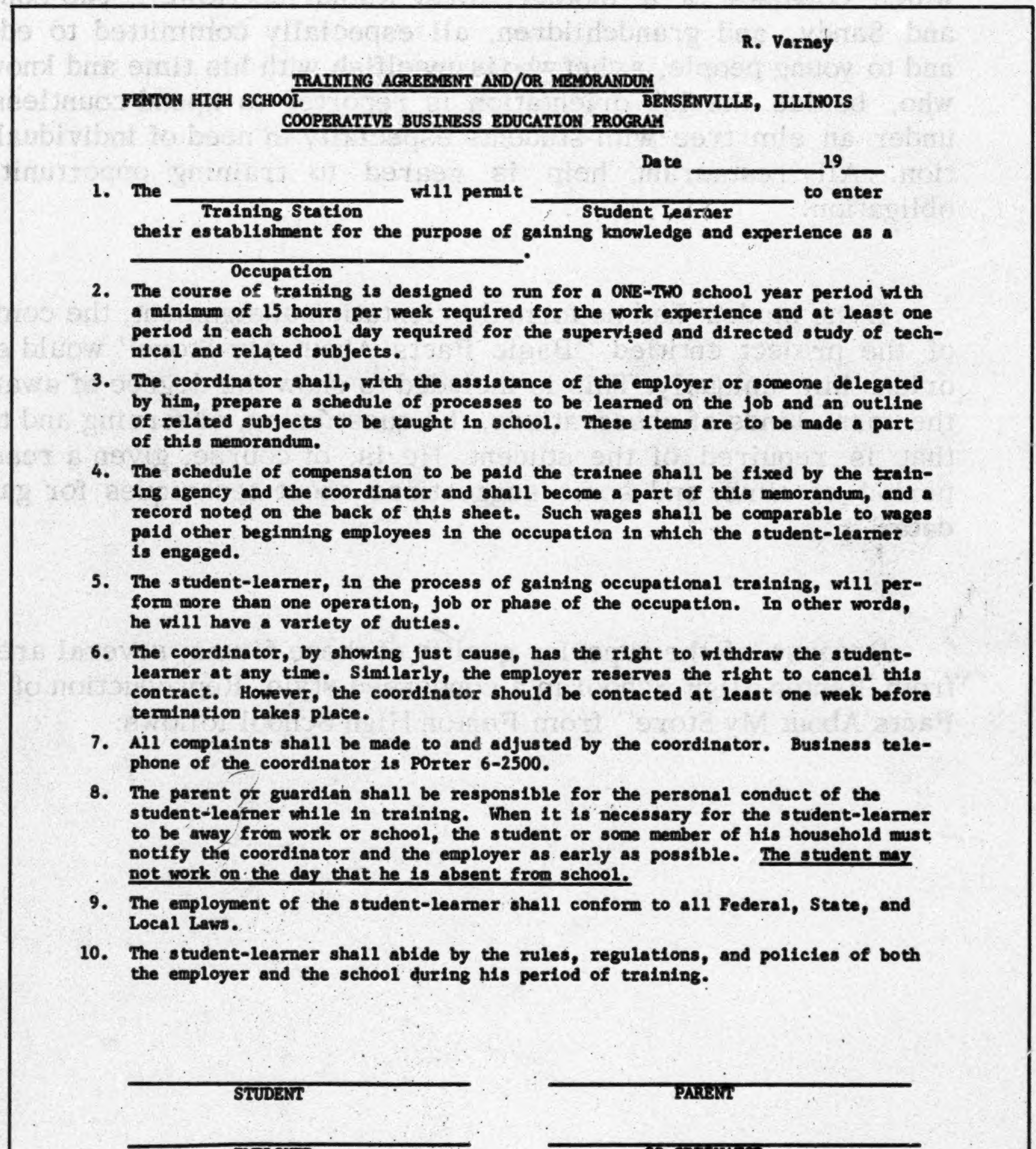
________ D. E. ________ D. O. ________ O. O.

________ We recommend that this student be enrolled in the regular school program.

____________________ Date

______________________________ Coordinator's Signature

Students in this program must be interviewed and accepted by the training station, and must request that a training agreement be made and a training program established.



R. Varney

TRAINING AGREEMENT AND/OR MEMORANDUM

FENTON HIGH SCHOOL BENSENVILLE, ILLINOIS

COOPERATIVE BUSINESS EDUCATION PROGRAM

Date ________ 19____

1. The ____________________ will permit ____________________ to enter
   Training Station Student Learner
   their establishment for the purpose of gaining knowledge and experience as a ______________________________.
   Occupation
2. The course of training is designed to run for a ONE-TWO school year period with a minimum of 15 hours per week required for the work experience and at least one period in each school day required for the supervised and directed study of technical and related subjects.
3. The coordinator shall, with the assistance of the employer or someone delegated by him, prepare a schedule of processes to be learned on the job and an outline of related subjects to be taught in school. These items are to be made a part of this memorandum.
4. The schedule of compensation to be paid the trainee shall be fixed by the training agency and the coordinator and shall become a part of this memorandum, and a record noted on the back of this sheet. Such wages shall be comparable to wages paid other beginning employees in the occupation in which the student-learner is engaged.
5. The student-learner, in the process of gaining occupational training, will perform more than one operation, job or phase of the occupation. In other words, he will have a variety of duties.
6. The coordinator, by showing just cause, has the right to withdraw the student-learner at any time. Similarly, the employer reserves the right to cancel this contract. However, the coordinator should be contacted at least one week before termination takes place.
7. All complaints shall be made to and adjusted by the coordinator. Business telephone of the coordinator is POrter 6-2500.
8. The parent or guardian shall be responsible for the personal conduct of the student-learner while in training. When it is necessary for the student-learner to be away from work or school, the student or some member of his household must notify the coordinator and the employer as early as possible. The student may not work on the day that he is absent from school.
9. The employment of the student-learner shall conform to all Federal, State, and Local Laws.
10. The student-learner shall abide by the rules, regulations, and policies of both the employer and the school during his period of training.

____________________ ____________________
STUDENT PARENT

____________________ ____________________
EMPLOYER CO-ORDINATOR

The student's orientation is given in class and on the job. His classroom subjects include school-business relationships, human relations, economics, business organizations and sales promotion on the Fenton campus. At Plentywood Farm the interested management which consists of a mother, Mrs. Katharine Howell, two sons, Pete and Sandy, and grandchildren, all especially committed to education and to young people, a chef who is unselfish with his time and knowledge, who, beside the lab orientation is reported to spend countless hours under an elm tree with students especially in need of individual attention. All restaurant help is geared to training opportunities and obligation.

If the student had no formal orientation assignment, the completion of the project entitled "Basic Facts About My Store" would seem to orient him uniquely. This is included to show the degree of awareness, the many kinds of observations, the questioning, observing and thinking that is required of the student. He is, of course, given a reasonable period of time and some suggestions about techniques for gathering data.

Because of the superior quality of these forms, several are shown from Fenton High School in a condensed style. Reproduction of "Basic Facts About My Store" from Fenton High School follows:

FENTON HIGH SCHOOL, BENSENVILLE, ILLINOIS 1

* BASIC FACTS ABOUT MY STORE

The name of the Store ____________________

Correct Address ____________________ Telephone ____________

Owner's or Manager's Name ____________________

The approximate number of employees in my concern is ____________

My sponsor's or immediate supervisor's name is ____________

The following people work in my department (or store):

Name of Department ____________________

	Name	Job Title
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Store Hours are: Opening Time ____________ Closing Time ____

My working hours at the store are (leave space for changes):

Mon. ____________ Thurs. ____________

Tues. ____________ Fri. ____________

Wed. ____________ Sat. ____________

My store has the following delivery schedule:

Morning: Afternoon:

We handle out-of-town and parcel post delivery in this manner:

Special services for the customer offered by my store are:

* Page 1 of "Basic Facts About My Store" is reproduced in full size. Due to space limitations, pages 2-13 are reproduced in condensed form.

RULES AND REGULATIONS OF MY STORE

- 2 -

Write a complete statement of your store rules covering the following headings. Add other rules that your store recognizes but which are not called for in the headings:

Signing in (reporting for work):

Checking out (leaving store when day's work is done):

Leaving the department or store for short periods during regular working hours:

Lunch Hours:

Dress regulations (include makeup, jewelry, shoes, hose,etc.)

Checking my coat and hat -- (where?)

I should leave valuables (purses, etc.) where?:

Procedure in case of tardiness:

Procedure in case of absence:

Shopping procedure (Regulations governing my purchases from the store) Discounts - if any:

Rules and regulations on telephone (personal calls):

How and when do I receive my pay?:

What is provision for overtime?:

Lost and Found:

Accidents:

What to do in case I detect a shoplifter (or suspect):

(Fenton High School)

Rules and Regulations of My Store (continued)

- 3 -

My store's rule about cashing checks is:

Location, use and value of the store bulletin board:

How store meetings are called. Schedule and hour of all regular meetings:

Special store functions for store employees:

Other special facilities provided for store employees: (Rest rooms, vacation periods, sick leaves, group insurance, etc.)

Conduct:

1. Fellow employees should be addressed by first name, last name, nickname, use prefix Mr., Miss, or Mrs.? 1. ____
2. The use of gum or tobacco (is-is not) permitted? 2. ____
3. Combs, powder, and cosmetics (may-may not) be brought to the selling floor? 3. ____
4. Visitation by friends (is-is not) allowed during working hours? 4. ____
5. Eating candy and fruit (is-is not) permitted on the floor? 5. ____

(Fenton High School)

LAYOUT OF MY STORE OR DEPARTMENT

- 4 -

Make a diagram (floor plan) of your store or department, locationg position of stock, etc.

Is the physical equipment in your store suitable for your use? If not, what part or parts are not?

What material or equipment is issued to you for your job and where do you get supplementary supplies?

What is your responsibility for material and equipment issued to you?

Where do you go for necessary stock or materials?

Who has charge of ordering stock and materials in your store?

(Fenton High School)

A LIST OF DUTIES IN MY STORE

- 5 -

Make a complete and detailed list of things you do in connection with your job. Arrange them in chronological order, if possible. You will not be able to complete this list at any one time, since your duties will increase as you assume additional responsibilities. Carefully analyze your job and see that nothing is omitted. (A girl in a 5&10 Cent Store developed 79 duties.)

What are you duties as a "good housekeeper" toward your work station?

List the articles you are required to furnish, such as uniforms, pencils, hair net, gloves, etc.

How do you leave your work station at the end of your day's work?

Do you have access to a trade magazine or a work manual on the job? Name:

(Fenton High School)

STORE JOB BREAK-DOWN

(Student: Refer to chief duties on page 4.)

A. Under each heading below list your chief duties. (What do I do?)

B. Indicate in the right hand column the skills and knowledge you need to perform these duties. (What do I need to know?)

Duties	Skills or Knowledge
Merchandise Information	
Money Handling	
Public Relations	
Record-keeping	
Service	
Stock Control	
Store System	

INDIVIDUAL RESPONSIBILITY TO JOB

How may time, effort, and materials or supplies be wasted by failure to perform job efficiently?

Is the service which you give the result of cooperative effort?

What suggestions could you make for saving:

A. Time

B. Effort

C. Supplies or Materials

Is an evaluation or inspection made of your service? Explain:

PERSONNEL OR EMPLOYMENT OFFICE

Does your store have an employment department? ____
List its functions:

Chart the personnel department organization.

Where in the store were you interviewed?

Personnel or Employment Office (continued)

What forms were you asked to fill out?

Where you given a test? __ Describe this test with a short statement:

What questions were asked by the interviewer? Describe the interview:

IN-SERVICE TRAINING

A. In Store

B. Evening School

C. Other training

STORE ORGANIZATION

In what type of store do you work?

Single proprietor
Partnership
Corporation
Government
Cooperative

List competitive organizations:

TECHNICAL TERMS USED IN MY STORE AND THEIR MEANING

From time to time list below any new terms that you hear used that apply to your store activities. Keep this list up to date and refer to it frequently.

SAFETY

What are the hazards connected with your job?

What precautionary directions are given to you?

What suggestions have you for reducing accidents?

To whom should you report accidents?

MAINTENANCE

Who is responsible for keeping your store and the physical equipment in good condition?

Does store help ever assume any part of these duties? Explain:

What are your responsibilities along this line?

How often is the entire building swept?

How often are the windows washed?

Who is responsible for purchasing store supplies?

Where are the supplies stored?

JOB FUTURE

For what jobs within this organization are you being prepared?

(Fenton High School)

JOB ANALYSIS

PART I Identification Data:

Name of Job:

Employer:

PART II Work Performed:

PART III Performance Requirements:

PART IV Comments:

(Fenton High School)

PART V Physical Demands and Working Conditions:

Physical Activites

__ 1. Walks
__ 2. Jumps
__ 3. Runs
__ 4. Balances
__ 5. Climbs
__ 6. Stands
__ 7. Turns
__ 8. Stoops
__ 9. Crawls
__10. Crouches
__11. Kneels
__12. Sits
__13. Reaches
__14. Lifts
__15. Carries
__16. Throws
__17. Pushes
__18. Pulls
__19. Handles
__20. Fingers
__21. Feels
__22. Talks
__23. Hears
__24. Sees
__25. Color Vision
__26. Depth Perception
__27. Working Speed
__28.
__29.

Working Conditions

__ 1. Inside
__ 2. Outside
__ 3. Hot
__ 4. Cold
__ 5. Sudden Temp. Change
__ 6. Humid
__ 7. Dry
__ 8. Wet
__ 9. Dusty
__10. Dirty
__11. Odors
__12. Noisy
__13. Inadequate Light
__14. Inadequate Ventilation
__15. Vibration
__16. Mechanical Hazards
__17. Moving Objects
__18. Cramped Quarters
__19. High Places
__20. Exposure to Burns
__21. Electrical Hazards
__22. Explosives
__23. Radiant Energy
__24. Toxic Conditions
__25. Work with others
__26. Work around others
__27. Work alone
__28.
__29.

Key: L = Little
M = Moderate
G = Great
X = Working Conditions

(Fenton High School)

WEEKLY RECORD OF HOURS WORKED

Month	1	2	3	4	5	Total
September						
October						
November						
December						
January						
February						
March						
April						
May						
June						
TOTAL						

(Fenton High School)

Fenton High School offers a cooperative commercial food program within the framework of Distributive Education (D.E.). Evidence that this unusual orientation program works, were found:

1. In statistics

   Of the eight students trained in this relatively new training station, all have stayed in the industry. Even though the greatest percentage of them have enlisted in the military services, they are still following the food service training.

2. In students handbook

   In the constitution of the students' D.E. Club, The Culinarians, we found this statement:

Article II - Purpose

> **The D.E. Club has been called the third dimension of the cooperative part-time D.E. program, the class and the training stations being the other two dimensions. The career objectives of D.E. student-learners give them a common interest in distribution as a vocation, a reason to have a local club program. The training station schedules of D.E. students add another incentive for a D.E. Club: often other school extracurricular activities are missed by the D.E. group. Finally, classroom activities are necessarily organized by the teacher-coordinator and the training station activities are organized by the training station sponsor, but the D.E. club activities are planned and organized by the students, the D.E. chapter members. For these reasons, then, the D.E. club is called the third dimension of the program. Also, some students gain more from the classroom teaching of the teacher-coordinator, others from the supervision of the training station sponsor, but still others learn best from the responsibilities determined within and by their own club group.**

Their aims are described in their own words:

• • • THE CULINARIANS • • •

Fenton High School

WHO ARE WE?

We are a group of teen cooks - between the ages of 16 and 21, who are high school students or graduates.

WHAT ARE OUR AIMS?

First:	To become better acquainted with the culinary field.
Second:	To build an era for ourselves.
Third:	To build a culinary school with the help of the Master Chefs of today.
Fourth:	To bring some of the old traditions back into the modern scientific kitchen. (Not so much frozen foods)
Fifth:	To learn the basics of cooking.
Sixth:	To study the problems of the field today, and try in our own way to combat and solve these problems.
Seventh:	To contribute in every way to the success of our era and to the future of the culinary field.

This third dimension concept would seem a most significant phase of orientation. Recognition of the possible sources of gain for themselves might well incorporate a valuable insight for all their work experience, and for life itself.

3. In student activities

During the visition to Fenton High School, the respect for learning, for high achievement, and for hard work was exemplified by an Honor's Program Assembly in which some commercial food students were recipients of scholastic honors. Following the assembly, well attended by parents, a tea was planned and served by the students. Despite the illness of the home economics instructor, the refreshments were well planned, nicely served and delicious.

A yearly affair planned and conducted by D.E. Club is an Employer-Employee Appreciation Banquet held in a special banquet room at Plentywood Farm, to which each D.E. student invites his immediate supervisor, and/or his manager, members of the Board of Education and administrators.

Other worthy examples could be cited but this program seems to offer a highly desirable combination of ideas and reality.

FACILITIES

One has only to visit a few plants and note the disparity in facility, equipment and layout to be struck with the ingenuity of man when highly motivated. The spirit behind the commercial food programs, the insight of the innovators, the degree of community commitment and support, the creativity of the staff seem to determine its distinctive character. Excellent programs which nurture and maintain optimum teaching-learning experiences can be found in minimal environments and viceversa. Whether present circumstances permit the development of a new plant utilizing the best that is known about facilities, layout and equipment or an existing classroom, cafeteria or laboratory must be adapted to provide a minimal beginning, the planner will find that he need not now work alone as many of our noble pioneers have done. Much excellent ground work has been done from which to draw inspiration, guidance and to avoid repetition of errors in judgment and/or planning.

Early Determinants

The scope of preplanning, the style of the program, the boundaries to be established should be determined by:

1. Needs and interests of students in their unique locale.
2. Industry commitment, including openness and willingness to support the program, to plan jointly, to become co-teachers, to invest time and money on students of their area.
3. Community commitment, including the provision of plant, facilities, equipment, public support and interpretation of the program.
4. One person or a small number of persons willing and available to "carry the ball" and sufficiently wise to involve others in planning, in executing and evaluating the program.
5. Specific pre-determined general objectives including long and short term goals of students.
6. The budget.
7. Availability of an adequate teaching staff.

Having established that these conditions can be met, a district or community is probably ready for specific plans.

Specific Decisions

Careful consideration of these areas will help to lay the ground work for the initiation of a new program:

1. Specific objectives of the program (may be one or all):
    basic food preparation: cooking, baking, serving
    advanced food preparation
    quantity food experience
    production experience
    operation and service

2. Number of students to be enrolled - maximum and minimum.
3. Length of program:
    - one year
    - two years
    - three years
    - four years
4. Instructors available
5. Customers - number and type
6. Menus geared to learning needs
7. Facilities and equipment available

Available Guidelines

The planners, including industry advisory committees and school administrators, will find a wealth of information in the publication mentioned earlier, Quantity Food Production - Guidelines for Establishing Training Programs in Schools, recently revised by the National Restaurant Association. The very necessary working relationship between school and industry, determining the need for the program, cooperation of labor and management, plant facilities, instructional staff, the revolving fund, utilizing the finished product, placement, etc. are discussed in a concise manner.

When these decisions are made and the attention turns to curriculum, the planners are referred to the second recently revised publi cation by the National Restaurant Association, Quantity Food Production, A Curriculum Guide. This suggested outline, primarily for secondary schools, presents a skeleton plan for mapping out a training program in quantity food preparation. Although this basic outline is intended as an aid to the instructor in developing a course of study and the instructional materials needed for such training, it is suggested also as an overall view in assisting with the basic decisions outline above.

Something of the thoroughness with which such a study should be made is to be found in a publication by the Board of Education, Buffalo, New York, Proposals for Establishing a Training Program for Boys in Quantity Food Preparation at Emerson Vocational High School, March 1957, pp 1-7, (see Appendix G).

The Council on Hotel, Restaurant and Institutional Education has long provided loan packets to assist with planning.

PLANT LAYOUT

The educators, having formulated their plan, present them to the architect who can be expected to bring to this task any innovations and new materials available as well as their practical application.

The importance of early consultation with local advisory committee members and consultants in food service and design can not be overemphasized. Their experience helps assure a plan which meets the instructional and operational needs - combining the ideal with the practical. This initial expense in planning is more than offset by lower operation, remodeling and maintenance costs. Since a special interest in floor plans and schematic arrangements was expressed by most personnel interviewed in this study, all available samples were collected.

Examples of these floor plans and layouts are included for these several possible situations with the hope that one or some combinations may approximate the needs for a new plant or a remodeling of a present plant.

1. Floor plan for Emerson Vocational High School, Buffalo, New York, shows remodeling of the school kitchen for a four-year commercial food program. (See Appendix I)
2. Floor plans for remodeling a homemaking laboratory to be used in connection with the high school cafeteria kitchen as done at Oakland Technical High School, Oakland, California. Although limited work and floor space, it houses a successful commercial food program. (See Appendix J)
3. Floor plans for a well-designed cafeteria, feeding stations, dining study rooms - portable hot food carts wheeled to serving stations. The Homemaking Department across the hall

from the kitchen designed with wide aisles and doorways to accommodate first class equipment, as at Fenton High School, Bensenville, Illinois. This houses a distributive, cooperative, industry-oriented program. (See Appendix L)

4. Floor plans encompassing three types of food preparation and serving area, faculty dining room and kitchen; commercial restaurant and kitchen from Upper Bucks Area Technical School, Philadelphia, Pennsylvania. (See Appendix M)

EQUIPMENT

Most basic lists of equipment for the initiation of a program, at whatever grade level, include standard common items. The pamphlet mentioned earlier, Guidelines for Establishing Training Programs in Schools, gives the basic equipment needs for a commercial food program with suggestions for procurement on pp 11 and 12.

An equipment list from Emerson High School, Buffalo, New York, is included (see Appendix H), also one from Fenton High School (see Appendix K), and one list from the City College of San Francisco Hotel and Restaurant Department (see Appendix N).

In all plants observed, it was evident that quality pays rich dividends. Most educators and industrial leaders recommend starting with good quality even though quantity may be curtailed. Training students to provide excellent care from the outset and budgeting for upkeep and replacement sufficiently early to maintain good quality equipment, is considered of paramount importance. Harris, Kerr, & Foster Company, San Francisco, accountants, recommend that a budget of 10% of the original equipment cost be established annually to cover replacement requirements over a 10 year period.

BUDGET

Since the financial situation differs so widely from coast to coast, establishing, recommending or outlining a proposed budget for a new situation would be impossible and unwise. In six of the schools studied in depth these responses to questions asked on the Pertinent Information

Regarding Commercial Foods Program which was completed prior to our visitation are indicative:

1. Can you give us the capital investment per student?
   No - 5
   Negligible - 1

2. How is the commercial foods program supported in this school?
   District funds and Vocational Education Act - 6
   Industrial support - 2

3. How does the per-pupil cost in this program compare with other instructional programs?
   No basis for comparison - 1
   Equal - 2
   Higher - 1
   Not available - No breakdown - 1
   Slightly higher - 1

It would appear that here, as in the American tradition, each district will find ways to finance the program if it is seen as desirable for the community, as contributing to the breadth of vocational choices for its high school or community college graduates, as one curb to the dropout problem. The Vocational Education Act has helped in all cases studied. The quality, breadth, depth and length of the program will depend upon the uniqueness of each situation and the vision of its planners.

INDUSTRY AND COMMUNITY INVOLVEMENT

In the areas visited the degree of community participation and involvement varies considerably. Some involvement is requisite to the establishment of a program in the school curriculum and the provision of plant facilities and equipment. All schools reported community and industrial committee participation in the planning of the program and in most areas in the revision and updating of the curriculum. Some groups are called advisory committees, some by other nomenclature but all report cooperation. Where there is a union - whether it be of culinary workers or of wide coverage - union representatives serve on advisory, publicity and curriculum committees. Few if any programs could expect to feed trainees into an organized labor market without the support, the influence, the guidance of union representatives. Whether the program is conducted in a weak, an average, or a strong labor organizational framework, participation and cooperation with organized labor were reported as desirable by all department heads.

In San Francisco and the Greater Bay Area where union organizations characterize the labor movement, cooperation, support and active participation is sought for all FEAST programs in high schools as among the first steps. Regular meetings are scheduled for the Advisory Committees which meet preferably in the school laboratories where the students frequently prepare and serve refreshments. These committees consist of representatives from labor, management and education. An example of the representation at one meeting held March 29, 1966, at Oakland Technical High School, Oakland, California, is included:

Mildred Barnard - Merritt College and FEAST Curriculum Consultant
Ranada Bohenna - Oakland Technical High School, English teacher
Thelma Clyde - Cafeteria Supervisor, San Leandro Schools
Sanford Cohn - Sanford's Restaurant, owner
W.J. Dykehouse, Exec. Secy., East Bay Restaurant Association
H.W. Gifford - Director, Project FEAST
Paul Handlery - Handlery Hotels
Ted Ince - President, East Bay Restaurant Association
Jerry Jacobs - Jerry's Beef Burgers
Donald Lucas - Principal, Oakland Technical High School
A. Maniscalco - Center for Technological Education - S.F., S.C.
O. Massey - Oakland Technical High School, Home Economics teacher
Jane Mills, Calif. State Dept. of Educ. Bureau of Homemaking Educ.
Denise Plamenac - Project FEAST Executive Secretary
Helen Poulsen - Supervisor, Home Economics, Oakland Public Schools
A.W. Richards - Principal, Pacific High School
Elmo D. Rua - Culinary Workers, Local #31
Pat Sanders - Cooks Union, Local #228

Herman Sherr - Pacific High School Counselor
Ruth Smith - Oakland Technical High School Mathematics teacher
Pat Waters - Pacific High School, Home Economics teacher
Virgil Williams - Oakland Technical High School, Foods teacher
Scott Wilson - University of California Housing and Feeding
Edrie Wright - Culinary Workers, Local #31

In several cases members of the Chamber of Commerce are included on the Advisory Board. An educator with some industrial training and/or experience is usually chosen as the contact and liaison representative. Most schools report a continuing close tie with industry.

Evidences of the participation of private industry were reported in some of the schools visited. Cooking ranges were furnished by local electrical companies, replaced yearly. In some cooking and baking laboratories, large industrial signs and posters were used as visual aids to teaching. New equipment is frequently demonstrated in foods laboratories or dining areas, new foods and new products of the jet age which features concentrates, basic substances, pre-cooked foods, frozen foods, convenience foods and micro-wave cooking may be demonstrated. This offers opportunity for experimentation and calculation in labor costs and possible profits. Awareness that graduates of our 1960 and 1970 schools must be ready for assimilation into the contemporary labor scene comes from all sources. Current recipe formulae and practices from private industry are tried before being incorporated into local curriculum.

Close tie in with industry was reported and observed in other ways. Some department heads and instructors supplement their income by part-time work in local industry, thus bringing daily knowledge of current practices and realities back to their classrooms. Alumni who work in the hospitality industry are encouraged to supply feedback about the effectiveness of training and to suggest new ideas and concepts for upgrading ongoing programs.

Appreciation banquets for supervisors and training officers from industry, planned, prepared and served by students, provide opportunity for observations of plant and facilities currently in use.

LOCAL, STATE AND NATIONAL COOPERATION

Cooperation with state and local departments of education and the directors for state and local trade associations is increasingly practiced and proves mutually beneficial. An example is cited to clarify. Mr. Edward Martin, Educational Services Director, Chicago and Illinois Restaurant Association, has an office across the meadow from Plentywood Farm - Fenton High School complex. Current practices, developments, concepts are readily shared reciprocally for mutual benefit. Publicity for the activities of the school includes the bringing of teacher training personnel as well as industrial leaders to visit the training program. State and national officials are often willing to give needed assistance. As an example, Mrs. Jane Mills, Regional Supervisor, Vocational Education, California State Department of Education, visits FEAST high schools upon request, meets with advisory committees or confers with the personnel involved. This is probably true in other localities with equal success. This reciprocal pride, respect, professional sharing for the benefit of students was observed and sometimes included in our visitation. There are doubtless representatives of many associations ready to serve the schools upon request.

COMMUNITY SUPPORT

P.T.A. and parent groups are a condition-before-the-fact in most situations. Whether parents are organized in a formal fashion or contacted on an individual basis, their blessing and support must be sought for success of any program. Parents must be committed and involved when students at the 9th, 10th, 11th or 12th grade enroll in a program which involves at least three hours of instruction daily and work experience.

Whether parents underwrite some initial expense for uniforms, for club emblems, for laboratory expenses or pledge public support in addition to individual support, their influence is significant. If they see foods classes as worthy, honorable and dignified, the students and the community will reflect this. Conversely, if their attitude is that only the college-bound curriculum is honorable, the program will be subject to undue hardship in its attempt to provide for all levels of ability.

A wide variety of school board acceptance and support was found by these investigators. Since no program can exist and succeed for long without some district support and finance, it seems redundant to state its significant function in describing the programs. Wherever full support is given, the program seems to flourish. Wherever the schools provide ample opportunity for the Board members to observe and share in the activities, funding, publicity, support and enthusiasm seem to follow. When Board members lose touch, lose interest, or withdraw support, the program may be doomed.

PUBLIC RELATIONS

In an attempt to tap the rich resources and organization of the public relations program in the schools visited in this study, these questions were structured for reaction prior to visitation:

From the Administrators:

s. Do you have an organized program to interpret school affairs and programs to your community?
Yes_____ No_____ How does it function?__________________

t. Do you have a public information program?
Yes_____ No_____ How is it organized? __________________

u. How much awareness of your commercial foods program exists within your community?
Wholesome degree_____ Almost none_____ Some_________

v. What would you say is the prevailing community attitude toward the foods program?

From the Observation Guide for Visitation:

9. What seems to be the relationship between industry and the school system in this district?

10. **Is there an official who serves as liaison between industry and the school system?**

The findings seem to indicate that in all cases but one there is an organized program to interpret school affairs and programs to the community. In some cases a person was named. If the food program is a part of the Distributive Education Program, that coordinator or supervisor was named. In other situations the function was handled by:

Division of School Community Relations - News Media

Division of Guidance Services - School Visitations

Superintendent's Bulletin

Speakers Bureau

Advisory Committee

School Newspaper

Annual openhouse

Distributive Education Banquet

P.T.A. Newsletter

Office of Public Information Central Office

Local and Community newspaper

Serve dinners and luncheons

Responses to the query about a public information program indicate that all but one school responded in the affirmative. Some are organized at the Central Office level by what is known as the school publicity director. Some indicated that the department head or faculty members did the "actual pushing." Other responses include a news letter, Honors Assembly and Tea, Open House, special promotion brochures.

Other means of giving public information are television, radio, community speakers, and area-wide educational conferences.

The amount of community awareness of the programs varies from some to a wholesome degree. Quotes from the personnel responding to the questions about the prevailing community attitude toward the food program summarize the situation as seen by those in daily contact:

> **"Well received, widely known, favorably rated, frequently called upon for service."**
>
> **"Could supply three times the present graduates if more boys were interested. We need guidance in the elementary and junior high schools and reputation of industry in the community, especially in wage scale."**
>
> **"Very positive."**
>
> **"Very good."**
>
> **"Gradually changing for the better, overcoming many objections by increasing their knowledge of the program."**

EVALUATION OF STUDENTS

An examination of the data reveals that evaluation of students in these commercial food classes is done much as any laboratory experience is graded or evaluated. All schools report that personal observations and periodic tests or quizzes are used to determine a cumulative record which is used as the basis for a letter grade. Chadsey High School reports evaluation done through daily grades, examinations leading to quarterly grades and then a final grade for each class. A cumulative record including grade earned in twenty food classes, additional educational experiences, military service, food handler's permit expiration data and work experience record furnishes an excellent example of a cumulative record which is concise, explicit and seemingly complete. Kept on a 5" x 8" card, this record can be readily accessible to all concerned, a ready reference for calls from industry and provides excellent raw material for followup studies of graduates.

Chadsey High School

NAME ______ **DATE ENTERED** ______
ADDRESS ______ **DATE GRADUATED** ______
DATE LEFT ______
PHONE NO. ______ **ENT. MIL. SERVICE** ______
SOCIAL SECURITY NUMBER ______ **DATE DISCHARGED** ______
FOOD HANDLER'S PERMIT EXPIRES 1 Yr. ______ 1 Yr. ______ 5 Yr. ______

COURSE	DATE ENT.	FINAL GRADE	COURSE	DATE ENT.	FINAL GRADE
Com'l. Food Theory I			Com'l. Baking IV		
Com'l. Food Service I			Hotel Pastry I		
Com'l. Food Theory II			Hotel Pastry II		
Com'l. Food Service II			Com'l. Cooking I		
Pantry I			Com'l. Cooking II		
Pantry II			Com'l. Cooking III		
Pantry III			Com'l. Cooking IV		
Com'l. Baking I			Meat Cutting		
Com'l. Baking II			Advanced Food Theory		
Com'l. Baking III			Culinary Arts		

ADDITIONAL EDUCATIONAL EXPERIENCES:

NAME ______ **BIRTH DATE** ______

WORK EXPERIENCE

DATE STARTED	ESTABLISHMENT	JOB	SALARY	DATE LEFT	COMMENTS

All schools reported consultation among the staff members at grading time. In some cases the coordinator, training station sponsor and cafeteria manager confer. In some cases a goodly number of written quizzes are used and no final examination. Although three schools indicated an intention to provide a copy of a final exam, none were received.

Evaluation on the job is done largely by cooperation between the teacher and employer. One school reported independent grading by the employer.

Fenton High School has developed an extensive recording sheet with scoring guide and summary. Eighteen points are evaluated in the summary. For grades ranging from A-F a description of performance, attitude, and personal qualities is described. This was provided by Mr. R. Varney, Distributive Education Coordinator, who uses this cooperatively with all training stations including Plentywood Farm. (See Appendix O)

Self-evaluation by the students was not reported, possibly because the specific question was not included in the data gathering instruments.

EVALUATION OF PROGRAMS

1. These programs seem to have two invaluable systems of evaluation. Any vocational program with a close tie to industry has a built-in evaluation system. Students placed on work experience assignments represent the training programs to industry. Given even the slightest chance, the employers react to the products of that training. Educators in these programs seem to open channels for such feedback and profit from suggestions and reactions of employers. Students, too, evaluate what they have learned and yet need to know. This seems to be readily conveyed to their instructors.

2. An equally valuable means of evaluation is built in with a team teaching process. One's own peers are usually more threatening than outsiders and constitute a reciprocal, evaluative, upgrading process. Where three or four instructors share laboratories and

classrooms they automatically evaluate each other. In areas where group planning is required, mutual reaction, suggestions, comments, tend to evaluate even in the planning stages. Students seem to receive the best that each instructor has to give when shared laboratories, offices and classroom open all systems, processes and products for daily, hourly inspection. Mutual responsibility incorporates evaluation and judgement.

3. FEAST programs have yet a third system of evaluation. During summer workshops instructors of all team subjects become students. They undergo all laboratory experience involved in the preparation of meals under the guidance of City College of San Francisco instructors. They plan, prepare and serve daily luncheons for 70-100 guests from industry and education. The consumers as well as the instructors evaluate the products.

   During the second two-week period, which is devoted to curriculum development, these teachers write their course outlines incorporating their newly gained awareness of the scope of the commercial food industry and its applicability to their subject matter. The result - a course in which the students recognize the relationship of their subject matter to their chosen world of work.

   Group and individual evaluation of the total workshop experience provide the basis for planning the next year's workshop.

4. A formal evaluation of a total FEAST program may be available at a later date. This formal evaluation by Stanford Research is built into the original Ford Foundation plan. These findings should prove valuable for any projected food program.

CHAPTER VII

SIGNIFICANT FINDINGS

Any consideration of the findings might well begin with the tentative hypotheses set forth in Chapter IV. Did any or all of these prove to be true?...Were these original assumptions confirmed en toto?... in part?...disapproved?

1. That industry and education must share the responsibility for the education of youth

The hospitality and service industry is facing a serious shortage of qualified personnel. At the same time national statistics regarding school drop-outs and youth unemployment are alarming. This industry is referred to as the fourth largest in the nation; education is reported to be our largest business. A joint effort on the part of these two major industries should lead the way to educational reform and national stability in employment. Examples of the results of this union were noted in the six schools visited.

2. That there are relatively few commercial food programs at the non-baccalaureate level in relation to the national need for qualified personnel

The small number of existing programs could not possibly meet the growing nationwide needs of the hospitality and service industry. Although there has been more growth in the past two years than in the previous twenty, the need remains crucial.

3. That some of the known programs presently in existence are serving their communities well

This study verified the fact that there are some strong programs serving the community well. No successful program can handle the steadily increasing requests for help and for visitation.

4. That there are other communities contemplating the initiation of commercial food programs and expressing the need for guidelines and help

All successful programs report increasing requests for visitation and materials.

5. That additional communities may well consider the initiation of a commercial food program if adequate information was made readily available and samples of successful programs cited

America's "eating out" habits, the rapid growth and expansion of the food service industry, has developed the awareness of the need for educational training at the community level. Due to this increased awareness, chambers of commerce and industry representatives are searching for information and help in initiating programs.

6. That the wide scope of the commercial food program could satisfy the occupational needs of many students

The many levels of employment opportunities in the hospitality and service industry can accommodate students of many and varied levels - cultural and academic.

7. That dropouts reject school for a number of reasons, many potential dropouts may stay to graduate if they could be reached with adequate information and early exposure to foods laboratories and work experiences

While no accurate statistical data was discovered regarding potential dropouts, the holding power of these programs was reported to be strong after the first few weeks. If an eleventh grader withstands the first few weeks of lab experience, he seems to survive the year. If he survives the first few weeks of work experience, he seems to complete the twelfth year. School personnel universally has little time for statistical or follow up studies. There seems little question as one watches these students at work that the early chance to do, to work with their hands, to see ready results of their efforts, contributes widely to their personal and academic development. "If English is needed to become the chef, or the maitre de, then I can learn English" seems to be the reaction. "If I must learn to add accurately to use formulae, to compute in my kitchen, then I can learn math and accounting." Whether the starched white uniforms, including the head gear, do more for the self-concept than a grade of "B" in American History or science, one can only conjecture. Whether the opportunity to become a team leader in the bakeshop or the student manager of the cafeteria provides that one necessary boost to a disintegrated ego, one may not always be sure. Whether the one-to-one lab instruction while doing an ice carving is more personal and satisfying than a classroom experience, one can only assume. Whether or not these classes are custodial, one must agree they are preparatory.

The authors observed a dramatic lesson in the use and care of the French Knives presented as if the instructor knew every one in that class was sufficiently mature to handle himself, even with this potentially dangerous equipment. Every ninth grade boy in that class grew in stature, in respect for himself and more importantly, in interest as the lesson proceeded.

Observation of these classes could only lead one to question, whether some of these youth have been as well served by other curricula - or might have fallen by the wayside in a program less dynamic. The disadvantaged youth loses the mark of the disadvantaged, after a few weeks of nourishing food, of peer acceptance, of a crisp, clean uniform. The early chance to perform, either solo or as a team member, the frequent change of assignments seem to provide quick recovery from the failure syndrome. The "open tops on the cages" (37) seem to enable youth to find hidden strengths, to bolster self concept, to learn while doing.

A most significant dimension is the parent involvement in these programs. Even though both parents may be working and struggling with little time for the adolescent, they do appreciate the interest shown their child and the involvement in these programs. There seems a glimmer of hope for all concerned.

8. That 10th grade students might well be included in such programs of training

Of the schools studied in depth, two include the tenth grade and one the ninth. There seems considerable doubt that ninth graders

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37. E. Paul Torrance, "Are There Open Tops in the Cages?" Mental Health and Achievement, pp 70-82.

are ready for this training and some doubt about tenth graders. Those questioned seemed to feel that the difference was individual rather than age. No one expressed any doubt about grades eleven and twelve.

9. That schools need to take more responsibility for students who do not plan to go on to college

It is quite evident that the transition from high school to employment receives much less counselor emphasis and counselor teacher time than is given to the transition from high school to colleve. In rare instances high school personnel is recognizing this need and making great strides in closing this gap.

10. That food classes may have more appeal for students of less academic ability

In comprehensive high schools and in vocational or technical high schools, the instructors reported a wide range of ability. Some are interested in immediate and life time employment. Many of them expect to spend the remainder of their lives in the industry. Others see this training as only a beginning. They plan to work in the industry while continuing their education. Others move directly from high school to institutions of higher learning. The hospitality industry has room for a wide spread of abilities. The commercial food classes seem to attract and hold a wide range of ability.

11. That technical or vocational commercial food classes, with strong orientation to industry would prove superior to the home economics approach

No organizational plan proved to be superior to another.

12. That food classes enjoy less status in most communities than many other vocational classes therefore are more difficult to "sell" to students and parents

There is little question that community attitudes about food classes vary. Working in hotels, hospitals, clubs, cafeterias may be more acceptable in some communities than in others. However, if parents are involved in class activities, if placement is kept selective, if the instructors provide acceptable models, the image of the industry can be enhanced.

Fenton High School students are doubtless influenced by their peers. These classes are accepted by the community and enjoy as great holding power in that community as any other Distributive Education class. This, however, may not be true in all communities. The status enjoyed by Emerson High School students may well be enhanced by participation of prominent community leaders such as Peter Gust Economou who manages the high status Park Lane and served as president of the Board of Education. His strong support of the program may well influence a wide variety of parents and students.

13. That classes for both sexes should be promoted

A visit to Emerson High School in Buffalo, or to Balboa High School in San Francisco, may soon convince one that an all-male enrollment may eliminate countless problems. Whether this compensates for the natural tendency of the human specie to give stellar performances in view of the opposite sex is open to question. If no female workers are trained in high school then will waitress-hostess training be provided elsewhere? Will pantry, bakeshop and kitchen helpers, even managers, be trained on the job or in special schools?

This conviction is less strong than at the outset of this study. Each situation remains to be decided at the local level after weighing what seems equally valid arguments on each side.

14. That teachers with academic background would resist assignments to related courses in food training programs

The resistance to assignment to food classes seems less strong than anticipated. The natural resistance to attempting any teaching assignment without adequate preparation is strong, here as elsewhere. The lack of industrial know how is another strong factor. No doubt local community status of commercial food classes and work in the hospitality industry affects teachers'' commitment to the assignment. Attitude of the advisory committee is often cultivated and molded in early meetings. The non-certificated members of the staff may be reluctant to team up with the certificated if any indication of the lack of mutual respect and regard is apparent. Since neither can provide the necessary ingredient brought to the team by the other an early mutual sharing, understanding and respect seem to allay fears and insecurities on both sides.

That no academically oriented teacher should be expected to initiate a commercial food program without some specific industry preparation and experience seems obvious. Given the desire, a skillful teacher with depth in one or two subject areas has adequate background for readily learning the food industry.

15. That the interdisciplinary approach to teaching would produce a better trained student

There seemed little question that in the schools where interdisciplinary planning is done, the learning seems well integrated. When the left hand knoweth what the right hand doth, the results seem to be well balanced. In such a situation students seem to respond well to the teaching-learning situation. To these observers the most obvious result of interdisciplinary planning was the teachers' attitude and confidence. The increasing breadth of knowledge gained from masters in other fields enhances one's own learnings from the various disciplines. Only by exposure can a teacher know of the contributions of other disciplines to the study of commercial foods and the hospitality industry. Students who reap the rewards of combined efforts of all concerned seem well equipped for industry.

16. That team teaching could be developed within the existing framework in many schools and would prove beneficial to all concerned

Team teaching has been described in many ways and been both blessed and criticized for the conditions of learning it creates. In this setting the team teaching approach is described as the joint planning, executing, evaluating, revising of the total learning experience by all of those responsible. In the FEAST Project schools this involves the principal, the teachers, the counselor, in most cases the cafeteria manager, the D.E. supervisor (sometimes different from the team leader) and in some cases the district supervisor of technical, vocational, home economics, or work experience programs. The planning is formalized in summer workshops and periodic Saturday evaluations. Professional consultants in curriculum development, food training, and management are provided. In these sessions a natural team leader usually emerges (not always the food instructor). The sharing, the joint organization, the peer evaluation of learning experiences results in unusual mutual growth and respect. Standards are usually set by the highest combined qualities of the team members. Such integration of planning must surely avoid the compartmentalization and sterility which have caused such great concern in the past. In any situation team teaching requires strong commitment and support from the principal and the Board of Education.

OTHER FINDINGS

1. There appears a dire need for communication between the various segments of local and state education departments. No doubt much help could be found at these levels if better knowledge of activities, needs, funding possibilities and success was available. (The California State Department of Education, Vocational Education Department, Bureau of Homemaking has demonstrated the value of open lines of communication throughout their many commercial food programs.)

2. There is a dearth of help readily available for administrators and teachers in existent programs and for districts contemplating the organization of program.

3. Regardless of plant, facilities and equipment the commercial food classes are as strong as their faculty.

4. Whatever the teaching arrangement, orientation to industry makes the difference between moderate and strong success.

5. The teacher supply for quantity food programs seems frightening. Where to turn for young blood to take up at the point the pioneers have reached is a universal question which should be of vital concern.

6. No central clearing house for the mutual publicizing, sharing, developing of ideas, with funds adequate to do the job exists.

7. Teachers at the local level have no time and often no funds and no adequate equipment with which to develop their present excellent ideas and materials. They are more than willing to share whatever they have, whether in first draft or reworked, polished and typed they had, whether in first draft or reworked, polished, longhand copy or typed. Their trust, confidence, hopefulness was one of the most heartening experiences of these writers' careers. The need for local and regional assistance to the upgrading of the very fine nucleus found in so many scattered areas was apparent.

8. Industrial workers often like to teach or co-teach. Some are natural teachers who are ready to share their technical know-how with a potential and promising labor supply. Their interest in students often reaches far beyond that of teaching skills. Joining forces with a credentialed (certificated) teacher often brings great satisfaction and increased learning to both parties.

9. The data finding technique used in this study serves very well for an overview. Sample studies in depth together with observations, broaden findings.

10. There are teacher needs beyond those which are given in the teacher training institutions. No system for teacher credentials was discovered which is adequate for the job to be done in commercial food. Attempts are being made to incorporate technological training which is broader than home economics, than technical or quantity food or institutional management. The need now seems to be for teacher training programs beginning at least by the junior year and continuing through the credential year. As high school programs increase and grow, the need for adequately trained teachers becomes increasingly acute. Educational administrators universally report a critical lack of knowledge and/or concern at the teacher training institutions about this rapidly increasing field.

Obviously the universal needs are twofold:

- The potential teacher should be given opportunity for directed observation and practice teaching in commercial food as a part of his credential program.

- The industry oriented and experienced worker seeking the necessary credential, needs concentrated teacher training experiences which go beyond the present standard vocational teacher training courses. Recognition of his demonstrated competence in the field should influence the requirements in the formalized training program.

UNUSUAL FINDINGS

1. At Chadsey High School, Detroit, Michigan, deaf mutes interested in learning the bakers' trade, seem to be acceptable students. These students prove to be especially careful workers who may well develop extra-sensory-perception under the guidance of an instructor who sets no limitations for them.

2. At Chadsey also, the use of trade journals and periodicals on stations throughout the lab enable students to browse, read or do some assigned research while waiting for a cake to bake.

3. At Fenton High School, Bensenville, Illinois, with an enrollment of 1550, the counseling and guidance staff consists of
    1 full time director of counseling
    4 full time counselors
    1 part time counselor
    1 psychologist (4 days per week)
    1 full time reading consultant

Commercial food students have equal access to these services.

4. At Franklin Senior High School in Stockton, California, a waitress training program for local hotels and restaurants was housed in the high school building. The homemaking lab facilities were used. This non-certificated teacher attended workshops, planned with the school staff and this service program later became a part of the total training for students in commercial food.

5. At Food Trades Vocational High School, New York City, a description of an unusually detailed program was noted for slow learners. This program tailored for students with reading range between 3.5 and 5th grade and I.Q. ratings no lower than 68 and no higher than 75, recognizes students' learning problems and plans realistically to reckon with them.

6. At Emerson High School, Buffalo, New York, an imaginative instructor designed a portable equipment cart for the beginning food laboratory which:

- makes all necessary utensils for each station in the kitchen easily accessible
- provides the instructor with all equipment needed for a demonstration wherever desired
- makes for ease of inventory of equipment
- provides for easy security of equipment

CHAPTER VIII

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This study began with a stated need for the services of the subscience called holography in order that some notion about the status of curriculum development in the field of commercial food at the non-baccalaureate level might be possible. The lenseless 3-D photography which freezes on film the light waves scattered by an object, then defrosts them into 3-D images in space, would surely have been helpful. If a whole view could have been obtained, any hills or valleys failing to show in this study would have been more readily apparent.

Lacking the services of this technique the two investigators, neither of whom anticipated anything like satisfaction with such a cursory look at the training programs, ended the study with mixed feelings. Great pride and joy with many of the programs already underway and great concern over the enormity of the task yet to be done were experienced. There was a deep sense of gratitude and humility which resulted from the generous cooperation of all persons concerned. Prior to, during and following the visitations, much more was done by local districts than was ever anticipated.

Both investigators were struck by the noticeably common characteristic of persons successful in the hospitality industry. This was their openness, their willingness to share, their susceptibility to and interest in change, their total dedication to the industry and to education.

To result in anything even remotely approaching justice to the problem the investigators wished many times for the science and service so aptly described as Remote Sensing: Vision Beyond Sight as described by two young scientists in the School of Earth Science at Stanford University:

> **Man has always used remote sensing in a primitive form. In ancient times he climbed a tree, or stood on a hill and looked and listened, or he sniffed for odors borne on the wind. In fact, taste and touch are the only ways man can live within his environment without remote sensing.**

> **The extension of our natural remote sensing capabilities, such as we now do with complicated devices in aircraft and spacecraft, is really not a new concept, but is more correctly described as a refinement of the old art of reconnaissance...**
>
> **In the past few years our power of seeing - the sense that leads to most new knowledge - has been pushed far and fast by today's sophisticated research...**
>
> **The last few years have seen advances in remote sensing, particularly in spectral analysis, such that they have been used first in telescopes, then in airplanes, and now in orbiting satellites.**
>
> **In addition, powerful computers can now be applied to the analysis of data received...Side-looking radars, which are probably the most exciting development for the geo-scientists for years were a closely guarded project (but now available in unclassified form). (38)**

These investigators felt that this peak from the CHRIE spacecraft opened the door on the national terrain of commercial food curricula. Side-looking radars, computers applied to the analysis of the data, addition technique for finding less accessible areas, equipment for mapping the total terrain, reconnaissance planes for target views and shorter wave lengths for other studies would have been most welcome. Until these are available an honest, searching look at the data (some library-sensing supplemented with the possible field-sensing) may lead to some next steps in this vital attempt to meet the growing demands of our present situation.

To those schools who sent curriculum materials for this study, the investigators are deeply indebted. We regret that we could not share at first hand more of their fine learning experiences.

The four instruments used in studying the six schools in depth were sent out with the hope that they would yield adequate information

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38. Ronald J.P. Lyon and Roger S. Vickers, "Remote Sensing: Vision Beyond Sight," Stanford Today, Autumn 1966, pp 2-7.

for a concentrated orientation to each program prior to visitation. This would enable the investigators to note unique features, to avoid questions already answered, to concentrate on the students in their particular setting during the few hours available for the visitation. The observation guide was designed for use on the spot in preparation for later assimilation. The success of these techniques surprised both investigators. A minimum of letters and telephone calls have been necessary during the study. While the authors often longed for another visit to each school, the information needed was available from the three instruments used and/or the curriculum materials shared.

The wisdom of the personnel at the high school in pre-planning and organizing was apparent at the outset. In no case did there appear to be unusual performances for our benefit nor undue shifting or changing of classes. Administrators, including district superintendents and supervisors, local industrial leaders seemed prepared for the research, ready to help in every way possible and profoundly interested in results. An easy exchange of ideas, suggestions, class materials, source materials, equipment was experienced throughout. "An honest look at us as we are" seemed the order of the day. Both investigators and members of their sponsoring organization feel a deep sense of responsibility to provide some help in even a small way for all persons involved. The satisfaction experienced from careful and repeated examination of the data is encouraging. Some way must now be found to enlarge the scope of the present outstanding programs, to help them find ways to meet the growing needs and requirements of education and of the industry. For schools who judge their own attempts as less successful, hopefully some help may be found within the ideas published here, through direct contact with a pilot school, through visitation to another school or by securing the services of a qualified specialist in their locality. CHRIE may be of service with such a recommendation. For those schools anticipating a program this study together with the two pamphlets recommended in Chapter II should supply the help needed for organization. Specific curriculum guides and assistance in that area was wisely deleted from this study and is anticipated as a subsequent study to be sponsored by CHRIE and financed under the Vocational Education Act of 1963.

• • • CONCLUSIONS • • •

The following conclusions have evolved as this study progressed:

1. There are some excellent programs in operation at the high school level, most of which need help as a result of the increasing demands made upon them.
2. An acute need for coordination of effort, to utilize what is at hand, as a springboard but not as a boundary, for future developments exists.
3. The researcher and the dreamer on present teaching staff must be given time, funds and recognition, if present and future programs are to be geared to current and future needs.
4. Ways must be found to keep teachers abreast with economic, social and educational developments, including the dramatic advances in food, equipment, feeding demands of the public, etc.
5. Adequate time for group planning, for curriculum development, for arranging publicity, for self evaluation is the need most frequently expressed by those involved.
6. Accessibility of curriculum materials and organizational information, without strings attached, is a growing problem.
7. Teachers trained specifically for the industry, oriented to today's economic and social situations are desperately needed.
8. There is a growing willingness to utilize outside funds as the fear of loss of local autonomy decreases.
9. There is a need for orientation of the public to the hospitality industry which goes beyond the antiquated concept of "hasher," "cook," "bouncer."
10. Information, counseling and guidance must reach parents and students earlier than 10, 11, 12 grade in high school. Imaginative presentations will spark interest and may diminish uncertainty and trial-and-error choices of vocation.

11. Schools contemplating a new program should proceed with confidence. There is a prototype available to them and there are resource materials available.

12. No one section of our country has an edge on fine education. Travel is a sure cure for smugness or over-confidence.

• • • IMPLICATIONS • • •

Some implications which might be drawn from these conclusions and findings are:

1. An increased local interest in commercial food programs will result from more adequate orientation of the public to the local needs and a realistic picture of the importance of the hospitality industry.

2. Ways and means must be found for developing, publicizing and distributing educational materials.

3. Regional, state and national assistance must increase with the demands.

4. An enlarged scope and a positive, shifting emphasis to support for building on-going curricula is suggested for national sponsoring organizations such as CHRIE, NRA, AH&MA, etc. Clearly designated areas of responsibility need to be defined and implemented; with trust and support of each other's efforts. Needless and expensive duplication of area and regional efforts should be avoided. The funding of an adequate staff for this enlarged scope should be planned.

5. Open communication between sponsoring organizations, as well as between educators and the sponsors, is needed. (Since this study was written, NRA took a big step in this direction when their Food Service Industry Manpower and Education Conference was held in Chicago, February 22-24, 1967.)

7. Conferences and conventions might well concentrate on educational or curricular developments with only minor emphasis upon equipment, facilities and physical layout until some noticeable advancement is made on all fronts.

• • • RECOMMENDATIONS • • •

The investigators would make the following recommendations in full recognition that the holistic view of the reader, unincumbered by the sentiment, emotion and prejudices quite naturally aroused by close, continuing and constant contact with any subject, may, by remote sensing, uncover others of greater significance. These recommendations are made also with complete recognition that these are all easier said than done.

1. That the results of this study be made available to all participating schools.
2. That the project to analyze, organize and publish the curriculum materials now available be carried forward immediately with adequate funds and staff to do the job.
3. That some national body, such as the now existent CHRIE be funded to act as a clearing house for these and subsequent materials.
4. That local colleges and universities be influenced to move into teacher training in this area wherever the need exists.
5. That during the interim, while our institutions get organized, area and regional workshops be held for current teachers and those anticipating this major.
6. That funds be found, locally or otherwise, to free teachers to work with trained curriculum developers as they put their present excellent teaching materials into usable and publishable form.
7. That conferences and conventions planned for the hospitality industry include education and training programs until these have been strengthened.
8. That the visitations initiated for this study be continued periodically and some followup plan devised for continued growth and leadership upon request from these schools.

9. That careful planning to avoid needless expense and useless duplication of effort be attempted on a regional and state level without limiting the right of any district to decide for itself.

10. That local success stories of individuals or programs be given increasing publicity.

11. That every person involved in the foods industry make a special effort to enhance the image and increase the dignity of the profession.

12. That realistic orientation to food industry be made available at an early age, 10, 11 or 12th grade.

13. That the help of students be more widely enlisted in curriculum planning and evaluation, in publicity, in interpreting the food program to other students and adults.

14. That teachers along with, or even instead of, department heads and administrators attend worthwhile conferences and conventions at district expense. Teachers could immediately share the new ideas and the inspiration with their students.

15. That America's eating out habits be studied carefully. The estimated 39 billion dollars to be so spent this year, and which is predicted to be more than doubled by 1977, should influence and be reflected in the curriculum planning for next year.

16. That careful coordination of the curriculum for commercial food programs, at all levels be made the charge of a specific committee in the immediate future including representatives of industry and all levels of education concerned.

It seems appropriate to end with a quotation from a recent article by a distinguished pioneer in the commercial food industry. Herman Breithaupt who recently retired as Head of the Commercial Foods Department, Chadsey High School, Detroit, Michigan, and is presently Consultant to the Culinary Arts program at Schoolcraft College, Livonia, Michigan, writes:

> ...The pressure is on us to provide competent, well-trained young people to fill the acute shortage of foodworkers. The Council on Hotel, Restaurant and Institutional Education is aware of this. The American Culinary Federation is aware of this. And the public is aware of this. If we can think clearly, plan soundly and advance constructively to provide complete fundamental training on both the secondary and junior college levels, we will help not only the industry, but also an American populace which is hungry for fine food and good service...
>
> The majority of leaders in our profession are keenly interested in the training of young people, and all trade organizations have expressed their willingness to cooperate.
>
> It is our sincere desire to equip those young people with the necessary food knowledge of the old school, plus the scientific principles of present-day research. They can be the outstanding individuals of a great profession and will prepare "Better Food for America." (39)

* * * * * * *

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39. H. Breithaupt, "The Sound Approach to the Training of Food Workers, 1966.

APPENDIX

LETTER TO SCHOOLS AND STATE DEPARTMENT OF EDUCATION FROM COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION . . . . APPENDIX A

LETTER TO SCHOOLS SELECTED FOR VISITATION FROM COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION . . . . APPENDIX B

PERTINENT INFORMATION (Questionnaire) - ADMINISTRATION . . . . APPENDIX C

PERTINENT INFORMATION (Questionnaire) - DEPARTMENT HEAD . . . . APPENDIX D

PERTINENT INFORMATION (Questionnaire) - FACULTY . . . . APPENDIX E

OBSERVATION GUIDE FOR VISITATION . . . . APPENDIX F

EXCERPT FROM - "PROPOSALS FOR ESTABLISHING A TRAINING PROGRAM FOR BOYS IN QUANTITY FOOD PREPARATION AT EMERSON VOCATIONAL HIGH SCHOOL" (March 1957) . . . . APPENDIX G

EMERSON VOCATIONAL HIGH SCHOOL EQUIPMENT LIST . . . . APPENDIX H

EMERSON VOCATIONAL HIGH SCHOOL FLOOR PLAN . . . . APPENDIX I

OAKLAND TECHNICAL HIGH SCHOOL FLOOR PLANS . . . . APPENDIX J

FENTON HIGH SCHOOL EQUIPMENT LIST . . . . APPENDIX K

FENTON HIGH SCHOOL FLOOR PLAN . . . . APPENDIX L

BUCKS AREA COUNTY TECHNICAL SCHOOL FLOOR PLANS . . . . APPENDIX M

CITY COLLEGE OF SAN FRANCISCO STATLER WING EQUIPMENT LIST . . . . APPENDIX N

FENTON HIGH SCHOOL STUDENT SCORING SHEET . . . . APPENDIX O

Appendix A

COUNCIL ON HOTEL, RESTAURANT, AND INSTITUTIONAL EDUCATION

Statler Hall, Ithaca, New York 14850 Area 607 AR 5-3916
H. B. MEEK, Ph. D., Sc. D., EXECUTIVE DIRECTOR
MRS. LYDIE HULL OFFICE MANAGER

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Oklahoma State University

High Schools
HILDA WATSON GIFFORD
Pacific High School
San Leandro, California

ANGELO PEFANIS
erson Vocational High School
Buffalo, New York

Junior Colleges
MRS. GRACE O. HUNT
rie County Technical Institute
Buffalo, New York

JOHN RUDD
Palm Beach Junior College
Lake Worth, Florida

Senior Colleges
DONALD E. LUNDBERG, Ph.D.
University of Massachusetts

PETER DUKAS
Florida State University
Tallahassee, Florida

Sustaining Members
MISS KATHRYN BRUCE
tional Restaurant Association

J. WILLIAM CONNER
American Hotel and
Motel Association

(The following letter was sent to all known commercial food school programs at the non-baccalaureate level. This same letter, with a few minor changes in wording, was also sent to all State Departments of Vocational Education.)

The Council on Hotel, Restaurant and Institutional Education has long recognized the need for developing a curriculum center which would collect all curriculum, syllabuses, texts, etc. used in successful vocational and high school Commercial Food programs. This need was re-emphasized during the Council's Annual Conference held in Tallahassee, Florida on December 27-30, 1964. The Council members have asked me to chairman this work.

May we have your help with this project? Would you please -

1. Send us copies of any curriculum, class outlines or career materials your Department has developed for these courses. We are interested in English, Mathematics and Science classes, as well as the Food Preparation and Service courses.
2. Title, author and publisher of any texts you find useful.

Materials and billing should be sent to:

Hilda Watson Gifford
Director, Project FEAST
Hotel and Restaurant Foundation
City College of San Francisco
San Francisco, California 94112

One objective of this work is to compile a manual with examples of materials successfully used in our fine schools. Each example included will carry the name of the contributing school and instructor. We hope to include a bibliography of texts and manuals available if possible.

Your cooperation will be greatly appreciated.

Sincerely,

Hilda Watson Gifford, Chairman
Curriculum Resource Development Center

HWG:dp
encl:

A NON-PROFIT ORGANIZATION OF SCHOOLS AND EDUCATORS

Appendix B

COUNCIL ON HOTEL, RESTAURANT, AND INSTITUTIONAL EDUCATION

Statler Hall, Ithaca, New York 14850 Area 607 AR 5-3916
H. B. MEEK, Ph. D., Sc. D., EXECUTIVE DIRECTOR
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University of Massachusetts

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Florida State University
Tallahassee, Florida

Sustaining Members
MISS KATHRYN BRUCE
National Restaurant Association

J. WILLIAM CONNER
American Hotel and
Motel Association

Because of the fine work your school is doing in commercial food you have been selected as the example of ________________________ for a study in depth.

The Council on Hotel, Restaurant and Institutional Education as well as educators in industry have long been faced with the dire need for more and better information regarding the initiation of new programs and for aids of self-improvement of those already in progress. A federal grant has been secured to make the gathering of such information possible. An abstract of our proposal submitted to the United States Office of Education on December 2, 1965 is enclosed.

Within the next few months we would like to plan to visit you and your staff. Inasmuch as time and distance must always be mutually considered, we would hope you and your staff might find time to give us some preliminary information prior to our visit. Maximum time at your school could then be spent with students, faculty and administrators, observing your fine program. This Pertinent Information Form is a compilation from several persons vitally involved in commercial food. It is suggested as a means of gathering general information which also will aid schools interested in beginning new programs. It might also serve as an aid to self-assessment for programs already under way.

We have tried to structure this data-gathering process so that your load could be distributed at least three ways if you choose. Our questionnaire has been so devised that your department head and/or his staff could furnish some pertinent data specific to their work in your school. We are forwarding three copies of the questionnaire to facilitate this plan if you find it desirable. If you prefer that any part of this information not be shared with others, please indicate as much. If you can add other pertinent data, please feel free to do so. Could we have this at least three weeks prior to visitation if possible?

If our total findings prove sufficiently significant, the Council plans to submit another proposal to cover the gathering and sharing of our curriculum materials, counseling data and teacher training. We feel this might meet the need so often expressed by so many.

Cordially,

Dr. Mildred B. Barnard
Chairman and Author

(Mrs.) Hilda Watson Gifford
Principal Investigator

MBB:dp
att:

A NON-PROFIT ORGANIZATION OF SCHOOLS AND EDUCATORS

COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION
Statler Hall; Ithaca, New York

* PERTINENT INFORMATION REGARDING COMMERCIAL FOOD PROGRAM
(To be completed prior to visitation)

SCHOOL DISTRICT ADMINISTRATOR
LOCATION DATE

I. ADMINISTRATION AND ORGANIZATION

1. Could you give us some history of the development of your commercial food program including:
   - a) when established
   - b) by whom
   - c) Is the present organization the same as when established?
   - d) If not, how is it different?
2. What are the objectives of the food program in your school?
3. Do you have a record of the enrollment when the program began readily available? Students: Teachers:
4. Can you give us the capital investment per student?
5. How is the commercial food program supported in this school?
   Vocational Education Act? Any extraordinary support?
   District funds? Do you feel this is satisfactory?
   Industrial support?
6. How does the per-pupil cost in this program compare with other instructional programs?
7. How was the curriculum developed for these classes?
8. Does this program undergo frequent revision? by whom?
9. Do you also have a homemaking food class?
10. What is the relationship between the homemaking and the commercial food program?
11. Is there a district salary scale which could be shared?
12. Is there a differentiated scale for commercial food instructors?
    Yes - No - Exceptional situation:
13. Is there a load allowance made for teachers in this program?
14. Could you enclose an application form and any other forms used for your staff?
    Attached - Not available for publication -
15. How are teachers evaluated in your school?
16. Is there any printed data about procedure which might help others?
    Attached - No -

* Spacing condensed for this publication

I. ADMINISTRATION AND ORGANIZATION (cont'd)

17. Are food teachers subject to district-wide tenure requirements and privileges?
    Yes - No - Exceptions:

18. Could you include an organizational chart for the district? for this school?
    Attached - Not available -

19. Do you have an organized program to interpret school affairs and programs to your community? How does it function?

20. Do you have a public information program? How is it organized?

21. How much awareness of your commercial food program exists within your community?
    Wholesome degree: Almost none: Some:

22. What would you say is the prevailing community attitude toward the commercial food program?

Additional comments:

Signature

* * * * * *

Department Head

COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION
Statler Hall; Ithaca, New York

* PERTINENT INFORMATION REGARDING COMMERCIAL FOOD PROGRAM
(To be completed prior to visitation)

SCHOOL DEPARTMENT HEAD
LOCATION DATE

II. LOCAL ADMINISTRATION AND ORGANIZATION

A. Faculty

1. How many full-time teachers in this program?
2. How many part-time teachers in this program?
3. Under whose supervision do they work?
4. Could you include an organizational chart for your school which shows the relationship of your department to the total school?
5. How were the instructors in the commercial food program chosen?
   personal application invited to participate
   urged to participate advisory committee recommendations
   other:

B. Operation

1. Is your food program supported solely by district funds?
2. Are supplement monies available for extra-ordinary food costs?
3. What disposition is made of food prepared?
4. What disposition is made of revenue from sales of food?
5. Who on the staff has the responsibility for disposition of this revenue?
6. What resources are available to keep abreast with federal legislation pertinent to commercial food programs?
7. How is this information publicized in your school? to your faculty? to your community?

C. The Instructional Program

1. List sequence of courses for majors in commercial food (or attach schedule of classes)
2. Please send us a course outline and any curriculum materials which might help others with such a program.
3. What is the maximum length of time a student may attend your program? minimum? average?
4. Who develops and revises the curriculum?
5. Are the related courses integrated with the food program? i.e. English, mathematics, science, other?
6. To what degree is there inter-departmental cooperation and support on:
   subject matter? school activities? scheduling? counseling?
   use of facilities? other:

* Spacing condensed for this reproduction

C. The Instructional Program (cont'd)

7. Do you teach basic commercial food preparation?
   To what degree do you emphasize -
   American cuisine? European cuisine? other:

8. Other significant points emphasized in your training program: (Please list)

9. How are your students evaluated?

10. If you give a final examination, could you enclose a copy?

Additional comments on:
Faculty -
Operation -
Instructional Program -
other:

D. Students

1. How many students are enrolled in this program -
   1st year? 2nd year? other:

2. Please enclose an application form and any forms used with students.

3. What is the student-teacher ratio?

4. How are the students selected and/or recruited?

5. How representative are students in this program of the total student body?
   truly representative less capable less well prepared

6. How does the interest level in this program compare with other programs in your school?
   higher above average lower

7. Do commercial food students have part-time paid employment?
   a) what proportion?
   b) in what semester?
   c) how many weeks?
   d) how many hours per week?
   e) what salary?
   f) sample job titles:
   g) is part-time employment a requirement?

8. How are the students evaluated on the job? (If rating sheet forms are available, please enclose one.)

9. Would you submit a list of sample placements and job titles for your last two graduating classes?
   attached to be forwarded not available

10. Do you have a follow-up study of your graduates? Have the findings influenced the program?

11. How many students continue their education after graduation? (Please be specific)
   two-year four-year other:

12. Is there a strong alumni association? List some of its most effective activities:

Additional Comments:

E. Counseling

1. Where do prospective students get information about the commercial food program?
2. Who counsels them after enrollment?
3. Who counsels them about their jobs?
4. How much counseling time is allocated to students in commercial food classes?
5. Is this a part of the regular work load? extra? paid? gratis?

Additional comments:

F. Job Placement

1. Does the school have placement service?
2. Who is responsible for placement of students on:
    a) work experience?
    b) summer jobs?
    c) after graduation?
3. Is there release time for this placement service? hours per week?
4. How do the placement people receive their orientation to industry?
5. How are the students prepared for:
    a) initial letters of inquiry and application
    b) development of a personal data sheet
    c) initial interview
    d) follow-up interview
    e) first days on job
6. Does the placement service counselor know individual students sufficiently well to enable him to capitalize upon special assets and liabilities of each student?
7. Is time available for follow-up after placement?
8. What techniques have proved most successful?
9. How do you select the type of establishment where you place students?
10. If there are any legal restrictions for employment of students in your area, please list and describe them:

Additional Comments:

G. Industry Acceptance and Cooperation

1. In what manner does related industry participate in your food program? (Please check only those pertinent)
    a) provide work experience - with pay-for experience only-combination
    b) organize and conduct tours of their own establishments
    c) organize and conduct tours of other establishments
    d) give lectures and/or demonstrations
    e) serve as resource persons
    f) curriculum development
    g) evaluation of program
    h) other:

G. Industry Acceptance and Cooperation (cont'd)

2. Do local hotels, restaurants and unions give your program support through: (Check only those pertinent)
    a) student scholarships
    b) student fellowships
    c) recognition awards
    d) part-time employment
    e) publicity
    f) invite students to participate in preparation and service of a meal
    g) recruitment of instructors
    h) give discounts to students
    i) donation of food
    j) donation of equipment
    k) participate in Career Day
    l) invite instructors to visit plants
    m) provide summer work for instructors
    n) help with in-service workshops
    o) other:

3. How are members of your advisory committee selected?

4. How representative of the total community is your advisory committee?
    quite   partially   not at all

5. Please send a list of your advisory committee members, their titles and company.

Additional Comments

H. Community Acceptance and Cooperation

1. Do you have an organized program to interpret school affairs and programs to the community? If so, please describe:

2. Do you have a public information program? If so, how is it organized?

3. How much awareness and understanding of your program exists within your community? (check only those pertinent)
    a) satisfactory awareness
    b) enthusiastic support
    c) acceptance for some students
    d) sees this as one promising solution to the dropout problem
    e) gives this program good publicity
    f) organizations related to the schools (P.T.A., Parents' Club, etc.) strongly endorse the program
    g) sees this program with status equal to the other technical programs
    h) generally ignore this program
    i) other:

4. What procedures to win acceptance have been tried in the past and failed?

5. What steps are contemplated for increased or continuous acceptance and cooperation?

Additional Comments:

Signature

* * * * * *

Appendix E

Faculty

COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION
Statler Hall; Ithaca, New York

* PERTINENT INFORMATION REGARDING COMMERCIAL FOOD PROGRAM
(To be completed prior to visitation)

SCHOOL TEACHER

LOCATION SUBJECT TAUGHT DATE

1. When did your assignement to the commercial food program begin?
2. Is your present assignment full-time? part-time? half-time? What percentage of time?
3. What is your largest class size? smallest class size? Which size do you prefer?
4. What curriculum materials are available to you for use in the classroom? (Please list)

Textbooks and/or Manuals

Author **Title** **Publisher** **Date**

5. What supplementary materials are available for classroom use? (Please list)

Author **Title** **Publisher** **Date**

6. What visual aids are available for use in the classroom? (Please list)

Source **Title** **Media** **Time**

7. What materials are available for your preparation and pupil assignment such as sample copies from publishers, trade resource materials, others? (Please list)

Author **Title** **Publisher** **Date**

8. Do you have the same students more than one semester?
9. Could we have a resume of your experience and training?

Miss
Mrs. Full Name Marital Status
Mr.

Age range:
20-40
40-60
Over 60

Teacher Preparation:
Trade and Industrial Training:

Teaching Experience:

Position **Dates** **District**

Industry Experience:

Position **Dates** **Company**

* Spacing condensed for this publication

List formal education: Year:

Highest degree earned: Year:

10. Present School Activities:

Homeroom Club Class Advisor Other:

11. Community Activities:

School Year -
Summer -

12. Membership in community organizations:

13. Trade and professional organizations:

14. What do you consider the greatest strength of your food program?

15. In what area of your food program would you most like to see changes made?

Additional comments:

Signature

* * * * * * *

Appendix F

* OBSERVATION GUIDES FOR VISITATION

SUPERINTENDENT SCHOOL
PRINCIPAL LOCATION
PROGRAM DIRECTOR OBSERVER DATE

THE INSTRUCTIONAL PROGRAM

1. To what extent does the commercial food program seem to be a part of the total instructional program in this institution?

   well integrated partially integrated totally apart

2. To what extent does responsibility for this program seem clearly designated, coordinated and executed?

   satisfactorily partially not at all

3. Does administration seem to be favorably disposed toward the commercial food program?

   Yes - No - Comments:

4. Would this seem to include actual effort and commitment?

   enthusiasm
   community involvement
   integration of program into regular curricular and extra curricular activities
   effective use of advisory committee

5. Is there evidence of understanding of the objectives of the program?

	Yes	Partial	No
by the food staff			
by the total staff			
by the community			
by the industry			

6. How well are the objectives communicated to the commercial food involved?

   very well - partially - poorly

7. How well are the objectives communicated to the other members of the school staff?

   very well - partially - poorly

8. How is this program organized?

   as trade and industrial
   as part of home economics department
   as part of business department
   as separate division other:

---

* Spacing condensed for this publication.

INSTRUCTIONAL PROGRAM (cont'd)

9. What seems to be the relationship between industry and the school system in this district?

10. Is there an official who serves as liaison between industry and the school system?

    a) Would he be interested in extending commercial food through the FEAST approach in the school system?

    b) Would he seem to be a desirable contact?

11. Is there a culinary union in this area? Strong or weak?

12. Would the members be kindly disposed toward a FEAST project and cooperative programs?

13. Is there confusion between the Manpower Retraining, Job Corps, T & I, cooperative and apprentice?

14. How would you describe the instructional materials in use?

    vital, pertinent and appropriate
    dull and unimaginative
    inappropriate as to subject matter
    inappropriate as to grade level
    out-dated and dull
    restrictive
    provocative

    adequate
    sparked by vital teaching
    under revision
    needs revision
    abundant
    well utilized

15. Is there appropriate supplemental material available?

    in a central library - in a separate library - in a classroom

16. What evidences are there of the use of industrial materials? (Please list)

17. What trade periodicals are available to staff? to students? (Please list)

18. Do the food classes reflect a close tie in with industry?

19. Does any one other subject area seem especially well tied in with industry?

20. Could the other subject areas be more closely correlated and/or coordinated?

21. Do classes in English seem to be getting at problems of basic ommunication in a practical manner?

22. What evidences of an interdisciplinary approach are discernible?

STAFF

1. Cite evidence of understanding of the objectives of the program?

2. Do the instructors seem well prepared for their assignments?

   Yes - Adequately - No

3. Is the teacher's compensation subject to negotiation? Explain:

4. How would you characterize the teaching-learning situation in this program?

   stimulating and exciting
   dull and unimaginative
   interesting and pertinent
   shallow
   insightful
   warm and responsive
   mutual respect for learning
   pressure and hectic
   creative
   developing self-reliance
   other:

5. What instructional methods are used?

   lecture
   demonstration
   live laboratory sessions
   teaching about ________
   early and continuous student participation
   desirable use of visual aids
   question-answer
   class discussion
   large amount of written work
   oral communication and interchange

6. Could the instructor's relationship with students best be described as:

   warm and wholesome
   friendly and objective
   emotional and erractic
   realistic and respectful
   condescending and cold
   autocratic and punitive
   one which promotes self discipline, initiative and responsibility
   protective and positive
   cooperative and supportive
   enthusiastic and inspirational

7. What evidences of teamwork are discernible?

8. Is there a prevalent "feeling" which seems to reflect the morale of the staff?

   Would you characterize it as: High Moderate Low

   enthusiasm
   apathy
   confusion
   pride in accomplishment
   indifference
   discouragement
   hopefulness
   confidence
   security

STAFF (cont'd)

9. Do problems or needs of staff seem -

easy of solution	difficult but possible to resolve
deep-rooted but tolerable	to result from within
deep-rooted and intolerable	to result from forces outside program

10. What evidences of teamwork are discernible?

11. Dothe instructors seem well prepared for their major assignment?

Yes - Moderately - No

STUDENTS

1. To what extent do the objectives of this program seem to be understood by the students?

2. To what extent do the students seem to understand the expectations of the instructors?

3. To what extent are the feeling tones of the staff reflected by the students?

4. Are the various subject areas -

coordinated into a recognizable curriculum	spotty and disconnected
isolated and independent	ill-defined but promising

PHYSICAL FACILITIES

1. Is the physical plant adequate for the training program?
   Is the space allotment adequate for class enrollment?
   Yes - Partially - No

2. Describe the food preparation layout:
   Well designed - Adequate - Poor - Comments:

3. Are the facilities adequate as to: space - equipment - utensils

4. Are the classrooms and labs located within reasonable proximity?

5. Unusually good layout or equipment - Describe:

6. Poor arrangement, layout or equipment - Describe:

7. Are there facilities for adequate service training -
   table service - buffet service - self-service

BOARD OF EDUCATION
BUFFALO, NEW YORK

PROPOSALS FOR ESTABLISHING A TRAINING PROGRAM FOR BOYS IN QUANTITY FOOD PREPARATION AT EMERSON VOCATIONAL HIGH SCHOOL

NEED FOR TRAINING PERSONNEL:

The occupations involved in the preparation and serving of foods on a quantity basis represent some of the largest opportunities for employment in the country. In terms of the number of people employed, number of establishments, and amount of capital invested, food preparation and service in commercial establishments is one of the Nation's largest business enterprises. This is true, of course, of any particular area, and Erie County is no exception.

The survey of needs for vocational education in Erie County, conducted in 1954 by the New York State Education Department for the Erie County Vocational Education Extension Board, revealed that there were 1271 men and 605 women, or a total of 1876 persons, employed at that time as cooks or in the preparation of food in restaurants and eating establishments. The survey indicated further that there was an estimated need for 62 men and 50 women, or a total of 112 persons, to enter this occupation in the county each year in order to meet the personnel requirements. It is very likely that these numbers have increased somewhat since 1954.

The numbers employed and the number of new entrants required in these occupations are greater than those employed or required for several well known occupations for which vocational preparation is being given; for example, the numbers exceed those for cabinet-makers, painters and decorators, radio and television mechanics, draftsmen, and several other categories of occupations.

This study of the needs in Erie County results in approximately the same findings which have been found in many other sections of the country where similar studies have been made. All such studies indicate that the food service industry is large in comparison to other occupations, and that the number of trained persons which it requires to maintain itself is considerable.

These facts have been recognized for some time by school authorities and others who are interested in vocational education. In an effort partially to meet this need, the Buffalo public schools for some years have conducted a program at Fosdick-Masten Vocational High School for Girls, to prepare young women for jobs in food preparation and service. At the

Emerson Vocational High School there has been, for many years, a course for boys in baking, and in discussing the future of Emerson Vocational High School, it has been frequently suggested that there be added a program which would prepare boys for the basic occupations in the quantity preparation of foods in addition to baking. Now that the expansion of Emerson Vocational High School is about to become a reality, this appears to be an appropriate time to take this step.

EXPERIENCES OF OTHER COMMUNITIES IN CONDUCTING COURSES IN FOOD PREPARATION:

Despite the very evident importance of the industry, and the clear indications of good opportunities for jobs, few communities in the country have been successful in conducting courses at the high school level for food service occupations. Attempts have been made in a number of cities to do this, but only a few have been very successful. Some of the reasons for this lack of success are fairly apparent, while others have their roots in certain misunderstandings on the part of the general public. One problem presented by a course in food preparation which is not present in most other areas of instruction, is that the product is highly perishable, which means that there must be a practical and ready means for disposing of it without financial loss. If the training is to be effective, it is also important that the quantities prepared be quite large. For this reason, special arrangements are always necessary to meet the problem of disposing of the product. Unless the product can be disposed of without financial loss, such courses become very costly to conduct. This fact has discouraged some communities from giving these courses.

Another problem which has been difficult to overcome is the securing of competent teachers. Those persons who are broadly experienced in this occupation earn rather high wages — often considerably above the range of teachers' salaries. Also, although these persons are exceedingly competent in their own field, they frequently do not possess the academic qualifications which most states require in certifying teachers. (The requirements for certification in New York State will be mentioned later) The result has been that most communities have found it very difficult to recruit and retain competent teachers for such courses.

In addition to these practical difficulties, wherever such programs have been offered, there has been a general reluctance on the part of young people, boys and girls, to enroll in them. Our own program for girls at the Fosdick-Masten Vocational High School, in foods, has never been as strong as it should be. Girls in large numbers do not select this course. Of those who do enter it, many fail to complete it. In communities where a course has been offered for boys, it has been even more difficult to recruit young men with good ability. This is believed to be because in former years this type of work had certain unattractive features. Among these were the hard physical nature of the work, the comparatively long hours, the fact that night work and work on holidays were frequently required, and what was considered to be relatively low pay. Those who are closely associated with the industry are aware that all of these conditions have undergone great changes in recent years. Persons now work in modern, highly sanitary and attractive surroundings, they have all modern labor-saving devices, the working hours are similar to those in other occupations, and rates of pay compare very well with those in skilled occupations of all kinds; in fact, some of the jobs command incomes which are difficult to equal in other occupations. The opportunities for trained and competent personnel are numerous and well rewarded.

It appears, however, that the general public, and particularly young men and women seeking careers, are unaware of these changes. This is evident from the responses of young people in high school in Erie County who were surveyed concerning their occupational choices as a part of the Erie County study.

Of 2339 senior boys in Erie County high schools who were surveyed as a part of the study, 4 mentioned baking as a choice of occupation. No other job in the foods area was mentioned as a choice by any boy.

Of the 2457 senior girls who reported their occupational choices in the same study, 15 mentioned the occupation of waitress as a choice. No other jobs in the food industry were mentioned by the girls.

These results are typical of those reported from other sections of the country where similar studies have been made. It would appear then that if a successful course in food preparation and service is to be established, much work will have to be done with guidance counselors, teachers, parents, and the general public, to make known the fine opportunities and favorable conditions in these occupations.

PROPOSALS FOR THE PROGRAM AT EMERSON:

NINTH YEAR

When the new facilities at Emerson are completed, it is planned that the ninth year will become an exploratory year for all or most of the pupils. This is in line with the long-range plan for making the ninth year more general and exploratory in all of the vocational high schools, and deferring occupational specialization until the tenth year. Careful consideration will have to be given as to whether to include the experience in foods work in the exploratory program. If this were done, it would mean that every student would spend a certain amount of time during the first year in this subject. It may be that the subject will not lend itself to this arrangement and that students who enroll for the foods work should receive a basic or elementary course in this subject during the entire ninth year.

TENTH AND ELEVENTH YEARS

During the tenth and eleventh years the students would be enrolled in appropriate courses in foods work on a standard vocational basis. This would mean that they would spend half of their day under instruction in practical work in the preparation and serving of foods. The other half day would be devoted to the academic and related subjects required for high school graduation.

Consideration should be given to having the practical work in the tenth and eleventh years include some work in baking. Perhaps a flexible program could be worked out so that certain students who had a strong interest in becoming full-fledged bakers might specialize in this subject as at present, while all students pursuing the foods courses would have some training in baking.

TWELFTH YEAR

During the twelfth year it is proposed that a cooperative work-study program be developed. This would mean that students who were seniors in this curriculum would spend half of their time in supervised work situations in selected restaurants and eating establishments, learning to apply their knowledge and skill in actual working situations. They would be jointly supervised by the proprietor of the establishment and his staff and a coordinating teacher from the school. The other half of the students' time would be spent in school, completing the subjects required for graduation.

POST HIGH SCHOOL AND FOLLOW-UP EXPERIENCES:

It is recognized that upon the completion of any program in foods work at the high school level, the graduate could not be classed as an accomplished or fully trained worker. He will require well-supervised experience on the job for some time before he can enjoy the status of a journeyman or full-fledged worker. This is particularly true for those boys who plan to become chefs. An arrangement should be worked out during the senior year so that upon graduation a boy could enter a recognized apprentice program under the instruction of a master chef or some other appropriate person. Similar apprenticeship arrangements should be possible in other aspects of the foods trades. It should also be recognized that among the graduates of any successful program of this kind there should be some rather outstanding and particularly able young men who would be good candidates for further education in such programs as are conducted at the Erie County Technical Institute, Cornell University, and elsewhere. Coordinating arrangements should be established with these institutions so that such students could be encouraged to take advantage of these programs. Plans should also be made for securing appropriate scholarships for many of these students who would otherwise be unable to bear the financial cost of advanced training.

ADVISORY COMMITTEES AND RELATIONSHIPS WITH ORGANIZED LABOR:

As is customary in the establishment of any new program in vocational education, when these courses have been fully formulated they should be presented to the Advisory Board for Vocational Education of the Buffalo Board of Education. After the proposals have received the endorsement of this Board, they should be submitted to the Board of Education. When the program has received the approval of the Board, an advisory committee should be formed, consisting of persons who are engaged in various aspects of the food and restaurant industry. This committee would work closely with school officials and teachers in planning the details of the curriculum, the nature of the facilities, the types of equipment, the recruiting of teachers, and in helping to make arrangements for the placement of students in cooperative work situations.

This advisory committee should include one or more members of organized labor, representing unions which are associated with food and restaurant work.

POSSIBLE SOURCES OF TEACHERS:

As mentioned above, it will undoubtedly require much effort to secure one or more qualified teachers for a course in foods work. The State Education Department has certain requirements for the full certification of such teachers. Basically, these requirements include, on the part of the teacher, graduation from a high school, not less than five years of appropriate experience as a skilled worker in the occupation, and the completion of a program of thirty-two semester hours of teacher education which is offered by the State Education Department. This program of teacher education is available locally through representatives of the State Education Department. It is possible to employ a person who has the basic qualifications but lacks this teacher training, provided that the teacher will complete the training through evening and summer courses. At the present time such a person could not try the examination for teaching in the Buffalo schools until the thirty-two semester hours of work had been completed.

The possibility is very slight that a teacher, who is already certified to teach this subject, could be found either locally or in some other community.

PRESENT STATUS OF THE FOOD SERVICE INDUSTRY

NATIONAL

Food service is the nation's *fourth* largest industry.
Present sales volume: 16 billion dollars a year.
Predicted sales volume: 35 billion dollars in 1970.
Restaurant sales sales are up three hundred per cent (300%) since 1940.
Twenty-five per cent (25%) of all food consumed is eaten in restaurants and institutions.

There is one restaurant for every 600 people in the United States; 546,000 public eating places in this country.

LOCAL

Erie County has 15,000 operations providing food for the public:

Seven thousand (7,000) in Erie County.
Eight thousand (8,000) in Buffalo.

About 3,600 of the eating places in Buffalo have bona fide dining rooms; the others include such places as hot dog stands and clam stands.

NEW YORK CITY

Grand total of twenty-one thousand (21,000) restaurants with more opening each day. A Courier-Express article stated that one would have to eat three meals a day in three different restaurants every day in the week for more than nineteen years to make a full round of New York's restaurants.

NATIONAL FOOD SERVICE PLACES CLASSIFIED ACCORDING TO TYPE

Type	*Number*	*Type*	*Number*
Schools	221,776	Colleges	1,859
Restaurants	194,123	Homes and Asylums	1,729
Motels	45,000	YMCA'S and YWCA's	1,570
Hotels	29,650	Industrial Cafeterias	26,261
Hospitals	6,903	Transportation Units -	
Clubs	6,000	Railroads	169
Government Procurement Offices	2,500	Steamship Lines	165
Penal Institutions	3,157	Airlines	22

INDUSTRY RESEARCH AND NEW TECHNIQUES INCREASE DEMAND FOR TRAINED WORKERS

FREEZING **- Freezing techniques have created a new market**

Frozen food sales - 1940: 108 million dollars retail.
1955: 1 billion, 700 million dollars retail.

In 1940 no food specialties were marketed in the frozen state, but in 1955 600 million pounds of frozen food specialties were sold to the public. Many of these were "specialty-of-the house" restaurant items. The cooked, "ready-to-serve", frozen food specialties create a need for trained kitchen production people.

ANTIBIOTICS AND IRRADIATION:

New methods of preservation of food will become common practice in the next few years, and will require understanding in handling.

RADAR AND INFRA-RED - NEW METHODS OF COOKING AND BAKING:

Antibiotic preservation of chicken has been approved by the Federal Pure Food and Drug Administration, and has been available in Buffalo for about five months. (Trade name: *Acronize*.)

Similar treatment of other foods, such as fish and meat, should gain official approval in the near future.

FOOD SERVICE AND RELATED FOOD FIELDS:

These are generally regarded as the "Depression Proof" industries. In the past this job security has been balanced by lower wages than those found in other industries demanding approximately the same skills, hours of work and general intelligence level. Today, the food service field is competing with other industries in compensation, while it still retains the job security inherent in the nature of the business.

SCALE OF COMPENSATION TODAY:

CHEFS -- From $140.00 a week up.
COOKS -- From $ 75.00 a week up.
A forty-hour week; three weeks
vacation with pay; meals
uniforms, and insurance

AUTOMATION:

To a great extent a form of automation has overcome many of the objections to working in the food service industry. The most dramatic example is the automatic dishwasher, which is now standard equipment in most restaurants. Initial preparation of basic foods is being handled, to an increasing degree, by suppliers. (Many food establishments purchase potatoes peeled. Chicken and fowl is generally cleaned and ready for cooking.)

* * *

The changes in the food service field have not been publicized as much as similar changes in other fields; consequently, an erroneous concept of the hours of labor and the physical demands of the food service field as it is constituted today still exists.

Today's food service field offers compensation, physical facilities and hours of employment as attractive as those found in industry in general, with the added incentive of job security for those who establish seniority by starting in the field at the conclusion of formal schooling.

Appendix H

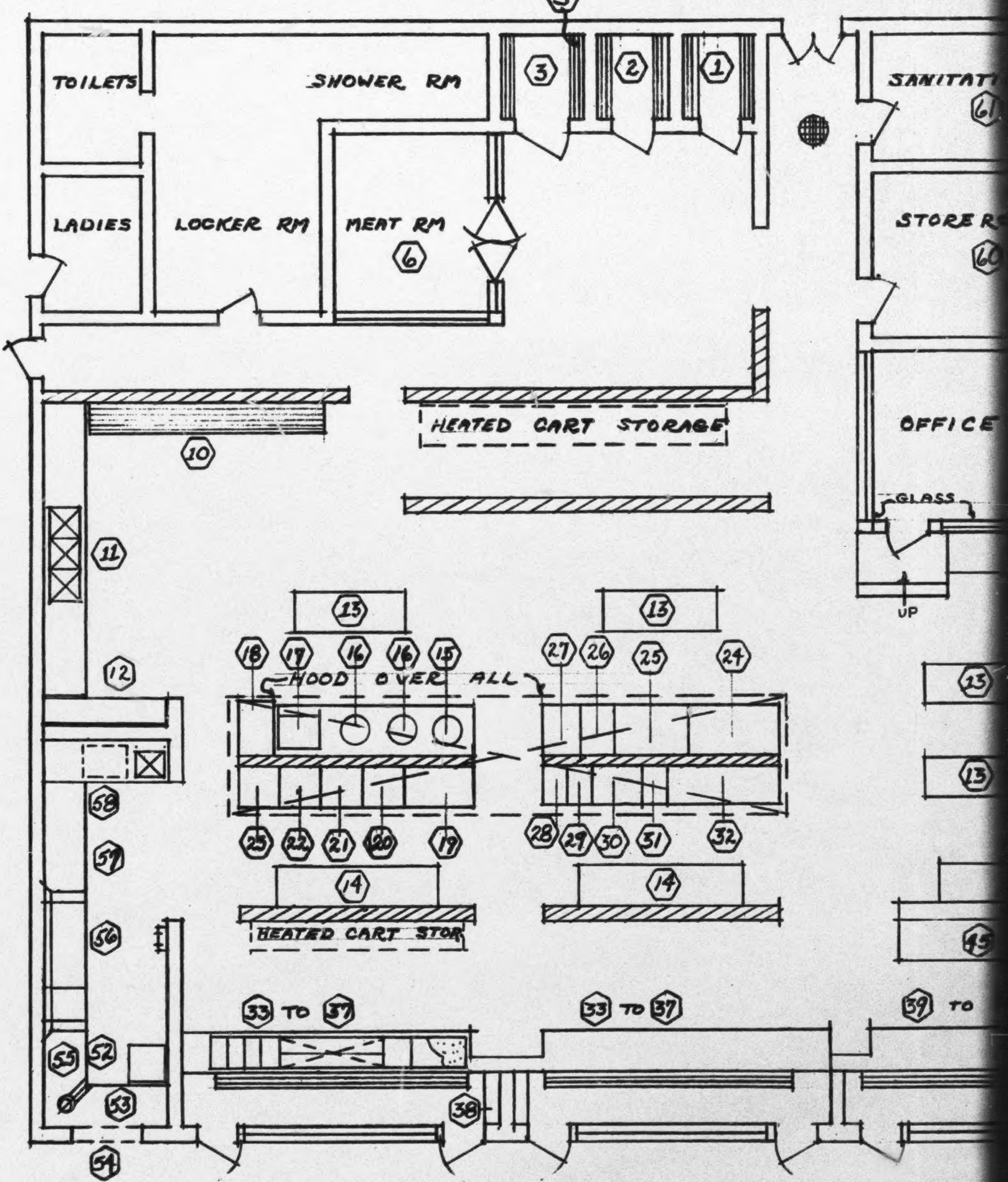
EMERSON VOCATIONAL HIGH SCHOOL
Buffalo, New York

EQUIPMENT LIST

1. Bally ' 6' x 5' Milk and Daily Walk-in Refrigerator
2. Bally - 6' x 5' Vegetable Walk-in Refrigerator
3. Bally - 6' x 6' Meat Walk-in Refrigerator
4. Modular Stainless Steel Shelving
5. Steel Bar Meat Rail
6. 50°F Meat, Poultry and Fish Fabricating Room with:
    - a) 2 Maple Top Meat Blocks
    - b) 3-Compartment Sink-Ice Machine
    - c) Meat Chopper
    - d) Meat Tenderizer
    - e) Portion Scale
    - f) 500 lb. Built-in Floor Scale
7. Locker and Shower Room for Students
8. Toilet
9. Showers
10. Market-Forge Modular Shelving for Clean Pots and Pans Storage
11. 3-Compartment Pot Sink
12. Pot Washing Machine
13. 4 Stainless Steel Work Tables
14. Chef's Unit
15. Groen Cantelevered Steam Jacket Kettle
16. 2 Groen Cantelevered Trunnion Kettle
17. Groen Electric Tilting Frying Pan
18. 2-Compartment Stack Steamer
19. 2 Stack Ovens
20. One 4-Burner Grate Top Range
21. Spreader Plate
22. Heat-Top Range
23. One 4-Burner Grate Top Range
24. Stack Ovens
25. Convection Oven
26. Spice Shelves
27. Mixing Machine Hobart -A-200 D-
28. Spread Plate
29. Electric Mobile Fryer
30. Double Spreader Plate
31. Electric Mobile Fryer

32-38. Cafeteria Service Equipment:
- a) Tray Stand
- b) Food Warmer
- c) Pass-thru Display Case
- d) Dish Lowerator
- f) Hot Food Units
- g) Cashier's Stand
- h) Silver Holders

39. Cup and Saucer Lowerator
    - a) Tray and Silver Holder
40. Amcoin Coffee Urn
41. Dish Lowerator
42. Hot Food Warmer
43. Cold Plate
44. Ice Cream Freezer
    - a) Cashier's Stand
45. Radar Range
46. French Fryer
47. Charcoal Broiler
48. Broiler
49. Griddle
50. Sandwich Unit
51. a. Maple Top Bread Box
    b. 2 Toaster Master Toasters
52. Salvator Disposal
53. Dish and Scrap Table
54. Dish Pass-thru Window
55. 90° Corner Turn On Dish Table
56. Pre-rinse Assembly
57. C-56 Hobart Dishmachine
58. 90° Corner Turn: Over-Head Shelves, Slotted Under-Shelves, and 2-Compartment Hand Wash Sink
60. Storeroom - Dutch Doors
61. Sanitation Center - Hydrobrush Can Washer - Recessed Floor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TOILETS
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LADIES
LOCKER RM
MEAT RM
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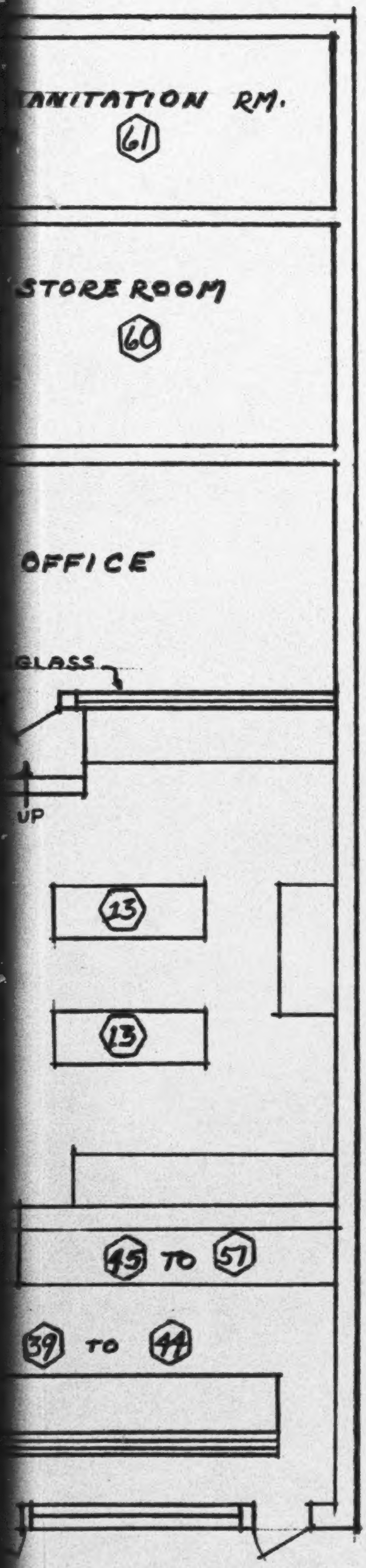
Standard form on LINEMASTER from P M PRODUCTS


ANITATION RM.
61
STORE ROOM
60
OFFICE
GLASS
UP
13
13
45 TO 57
39 TO 44

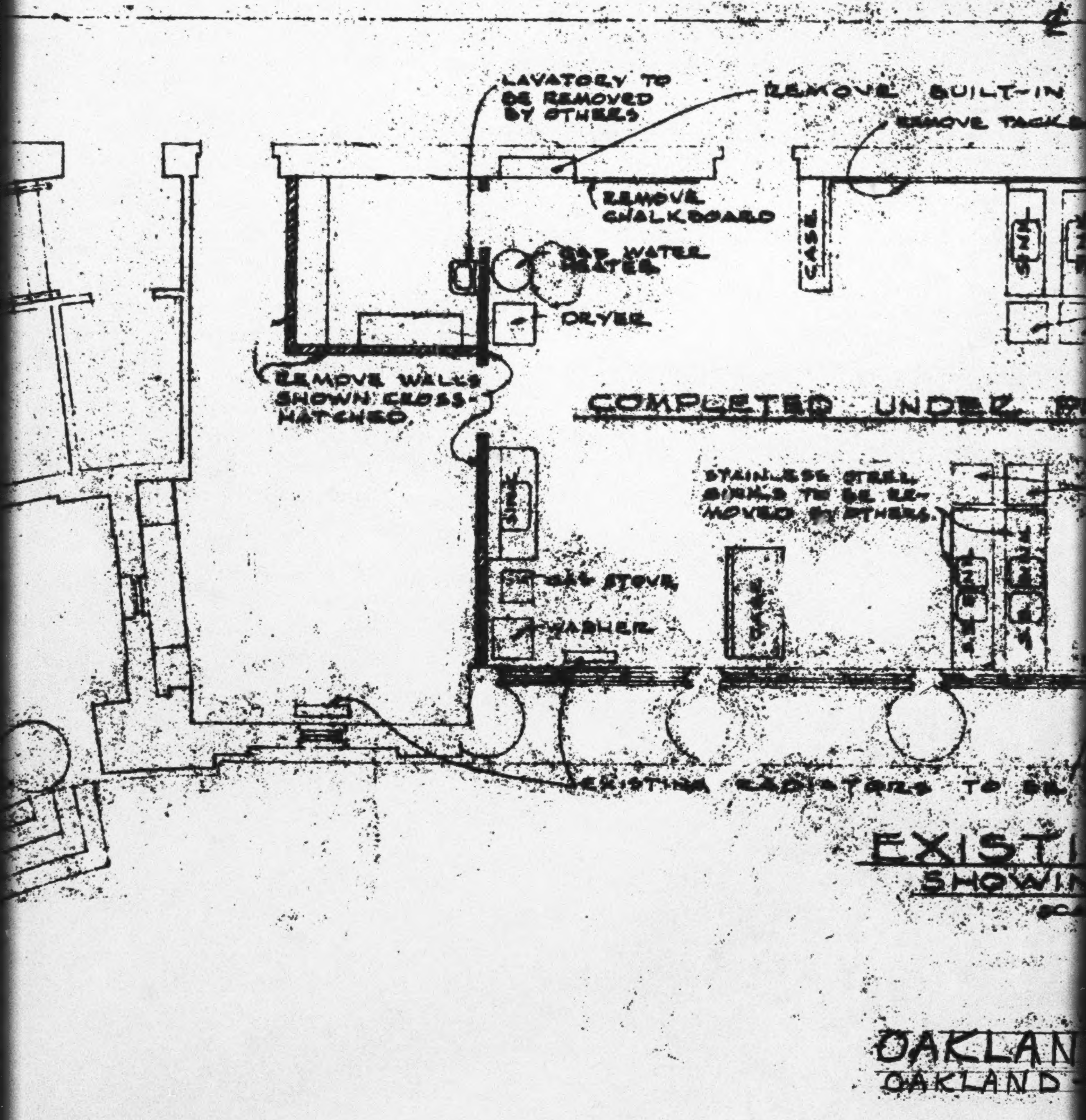
▨ INDICATES HALF WALLS

EMERSON VOCATIONAL HIGH SCHOOL
BUFFALO - NEW YORK

J. G. WEIMER AND A. E. PEFANIS

SCALE: 3/32" = 1'-0"	APPROVED BY	DRAWN BY JSW
DATE: JANUARY 1967		
		DRAWING NUMBER

Appendix



LAVATORY TO BE REMOVED BY OTHERS
REMOVE BUILT-IN
REMOVE TACK
REMOVE CHALKBOARD
CASE
GAS WATER HEATER
DRYER
REMOVE WALLS SHOWN CROSS-HATCHED
COMPLETED UNDER
STAINLESS STEEL SINKS TO BE REMOVED BY OTHERS
SINK
GAS STOVE
WASHER
EXISTING RADIATORS TO BE
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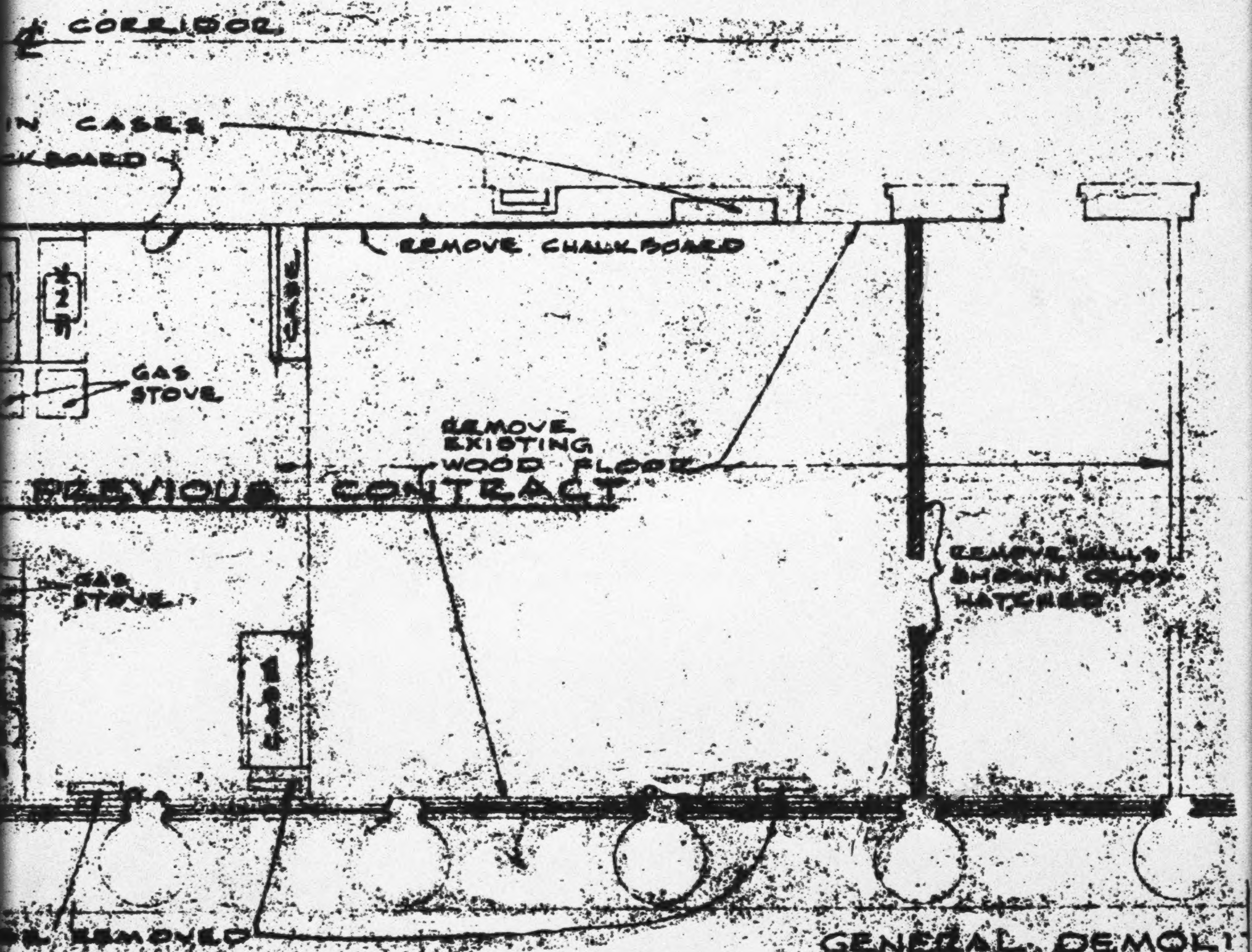
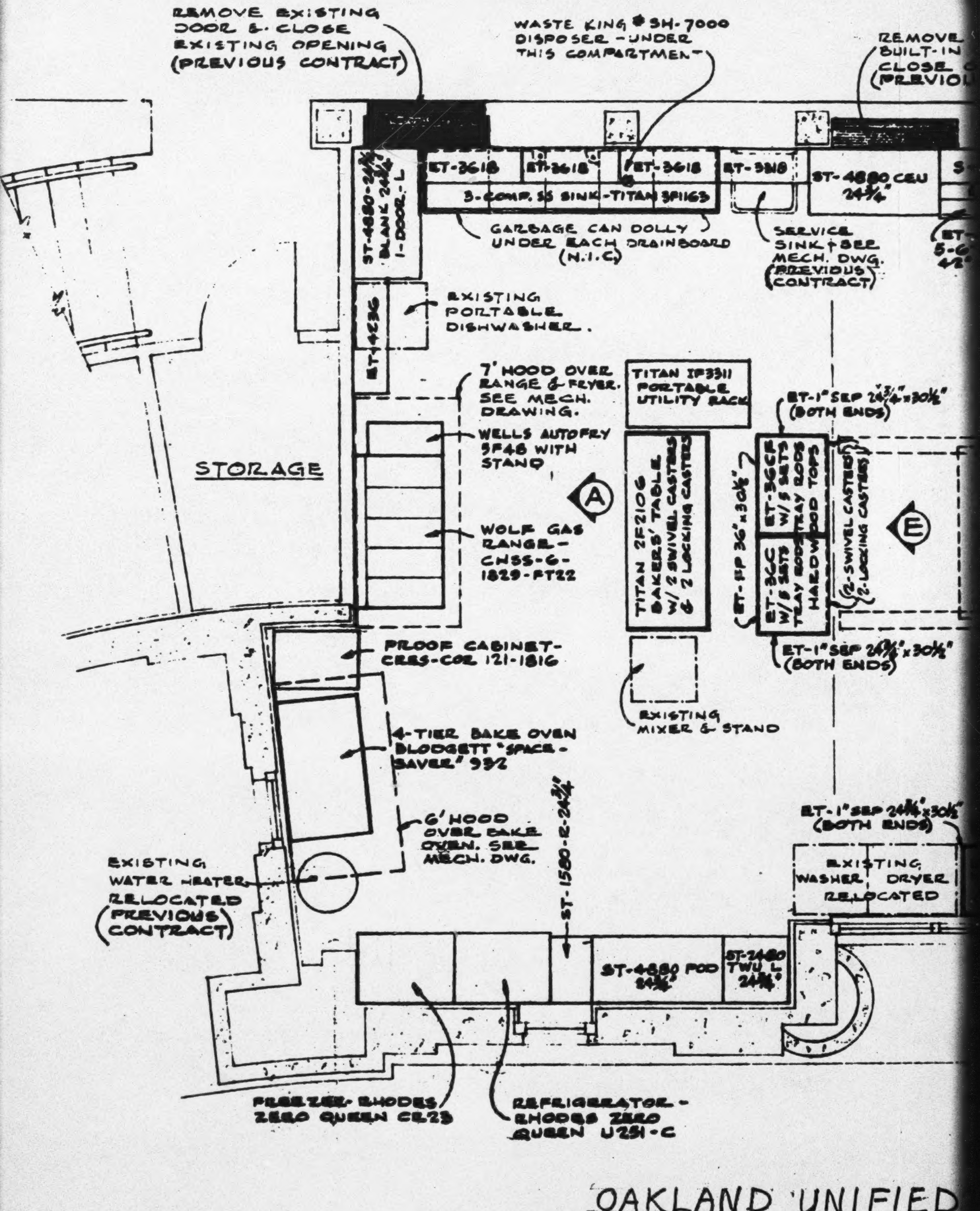
OAKLAND


℄ CORRIDOR
IN CASES
CKBOARD
REMOVE CHALKBOARD
GAS STOVE
REMOVE EXISTING WOOD FLOOR
PREVIOUS CONTRACT
REMOVE WALLS SHOWN CROSS HATCHED
GAS STOVE
BE REMOVED

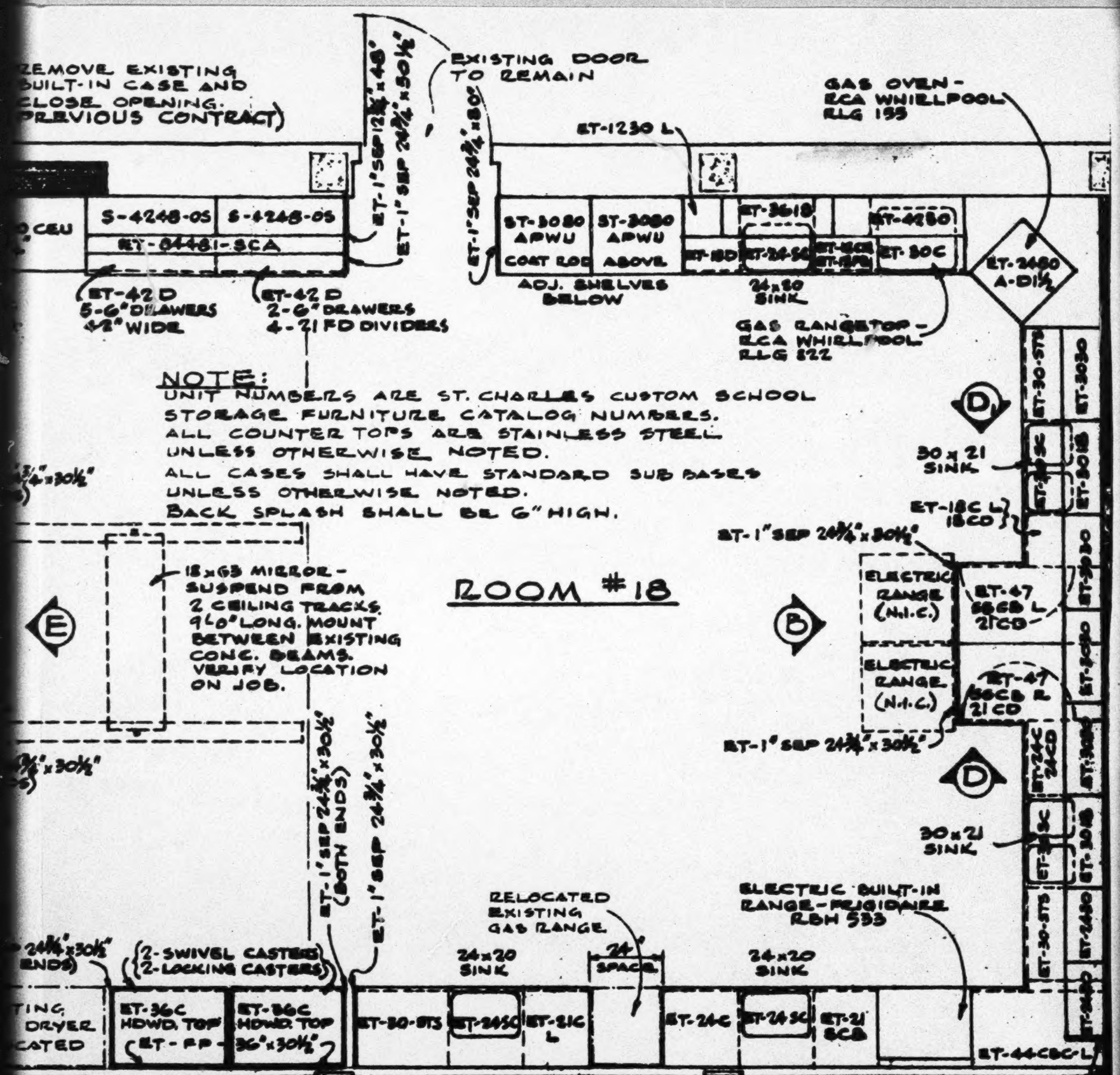
TING FLOOR PLAN
WING DEMOLITION
SCALE 1/8" = 1'-0"

GENERAL DEMOLI
1. REMOVE ALL SINKS, SIN
OTHERWISE NOTED
2. REMOVE ALL GAS STO
RELOCATED AS SHOWN
BE DELIVERED TO THI
3. REMOVE & RELOCATE
AS SHOWN ON NEW P

AND UNIFIED SCHOOL DISTRICT
D - CALIFORNIA


REMOVE EXISTING DOOR & CLOSE EXISTING OPENING (PREVIOUS CONTRACT)
WASTE KING # SH-7000 DISPOSER - UNDER THIS COMPARTMENT
REMOVE BUILT-IN CLOSE (PREVIO
ST-4880-24¾ BLANK 24¾ 1-DOOR-L
ET-3618
ET-3618
ET-3618
ET-3318
3-COMP. SS SINK-TITAN 3F1163
ST-4880 CEU 24¾"
GARBAGE CAN DOLLY UNDER EACH DRAINBOARD (N.I.C.)
SERVICE SINK + SEE MECH. DWG. (PREVIOUS CONTRACT)
ET-4236
EXISTING PORTABLE DISHWASHER.
7' HOOD OVER RANGE & FRYER. SEE MECH. DRAWING.
TITAN IF3311 PORTABLE UTILITY RACK
ET-1" SEP 24¾"x30½" (BOTH ENDS)
WELLS AUTOFRY 5F48 WITH STAND
STORAGE
A
TITAN 2F2106 BAKERS' TABLE W/ 2 SWIVEL CASTERS & 2 LOCKING CASTERS
ET-SP 36"x30½"
ET-36CF W/ 5 SETS TRAY RODS
ET-36CC W/ 5 SETS TRAY RODS
HARDWOOD TOPS
(2-SWIVEL CASTERS) (2-LOCKING CASTERS)
E
WOLF GAS RANGE - CHSS-6-1829-FT22
ET-1" SEP 24¾"x30½" (BOTH ENDS)
PROOF CABINET - CRES-COR 121-1816
EXISTING MIXER & STAND
4-TIER BAKE OVEN BLODGETT "SPACE-SAVER" 932
ST-1580-R-24¾
6' HOOD OVER BAKE OVEN. SEE MECH. DWG.
ET-1" SEP 24¾"x30½" (BOTH ENDS)
EXISTING WASHER DRYER RELOCATED
EXISTING WATER HEATER RELOCATED (PREVIOUS CONTRACT)
ST-4880 POD 24¾"
ST-2480 TWU L 24¾"
FREEZER - RHODES ZERO QUEEN CE23
REFRIGERATOR - RHODES ZERO QUEEN U251-C

OAKLAND UNIFIED
OAKLAND - CALIFORN


REMOVE EXISTING
BUILT-IN CASE AND
CLOSE OPENING.
(PREVIOUS CONTRACT)
ET-1" SEP 12¾" x 48"
ET-1" SEP 24¾" x 30½"
EXISTING DOOR
TO REMAIN
ET-1" SEP 24¾" x 80"
GAS OVEN -
RCA WHIRLPOOL
RLG 135
ET-1230 L
S-4248-OS
S-4248-OS
ET-84481-SCA
ET-42 D
5-6" DRAWERS
42" WIDE
ET-42 D
2-6" DRAWERS
4-21 FD DIVIDERS
ST-3080
APWU
COAT ROD
ST-3080
APWU
ABOVE
ADJ. SHELVES
BELOW
ET-18D
ET-24-SC
24x20
SINK
ET-3618
ET-4230
ET-30C
ET-2430
A-D1½
GAS RANGETOP -
RCA WHIRLPOOL
RLG 822
D
30 x 21
SINK
ET-18C L
18CD
ET-1" SEP 24¾" x 30½"
ELECTRIC
RANGE
(N.I.C.)
ET-47
58CB L
21CD
ET-47
58CB R
21 CD
ET-1" SEP 24¾" x 30½"
D
30 x 21
SINK
ET-30-STS
ET-3030
ET-3018
ET-2430
ET-24C
24CD
E
B
ROOM #18
18 x 63 MIRROR -
SUSPEND FROM
2 CEILING TRACKS
9'-0" LONG. MOUNT
BETWEEN EXISTING
CONC. BEAMS.
VERIFY LOCATION
ON JOB.
ET-1" SEP 24¾" x 30½"
(BOTH ENDS)
ET-1" SEP 24¾" x 30½"
RELOCATED
EXISTING
GAS RANGE
24x20
SINK
24"
SPACE
24x20
SINK
ELECTRIC BUILT-IN
RANGE - FRIGIDAIRE
RBH 533
(2-SWIVEL CASTERS)
(2-LOCKING CASTERS)
ET-36C
HDWD. TOP
ET-36C
HDWD. TOP
ET-FP-36" x 30½"
ET-30-STS
ET-24SC
ET-21C
L
ET-24C
ET-24SC
ET-21
SCB
ET-44CBC-L
ET-1" SEP 12¾" x 30"
TING
DRYER
CATED

NOTE:
UNIT NUMBERS ARE ST. CHARLES CUSTOM SCHOOL STORAGE FURNITURE CATALOG NUMBERS.
ALL COUNTER TOPS ARE STAINLESS STEEL UNLESS OTHERWISE NOTED.
ALL CASES SHALL HAVE STANDARD SUB BASES UNLESS OTHERWISE NOTED.
BACK SPLASH SHALL BE 6" HIGH.

FIED SCHOOL DISTRICT
FORNIA 1/4" = 1'-0"

FENTON HIGH SCHOOL - BENSENVILLE, ILLINOIS

Appendix K

- EQUIPMENT LIST -

REPARATION KITCHEN & CAFETERIA EQUIPMENT

1. Tray Lowerator, movable with Silver Dispenser
2. Hot Food Counter
3. Cold Plate Counter
4. Milk Lowerator, built-in
5. Ice Cream Lowerator, built-in
6. Cashier's Desk
7. Tray Slide
8. Food Warmer, pass-thru
9. Counter, metal top with 2 metal shelves above
0. Refrigerator, pass-thru
1. Table
2. Counter
3. Shelving, slotted metal
4. Steamer
5. Kettle
6. 3 Fryers
7. 3 Ranges
8. Oven
9. Slicer
0. Table, wood top
1. Table, wood top
2. Dryer
3. Washer
4. Sink - Vegetable Peeler and Garbage Grinder
5. Table, wood top and shelf
6. Pot Sink
7. Pan Rack
8. Table, Mixer "U" on top mounted
9. Sink
0. Table, metal top
1. Mixer, floor mounted
2. Hood, over items #14-15-16-17-18

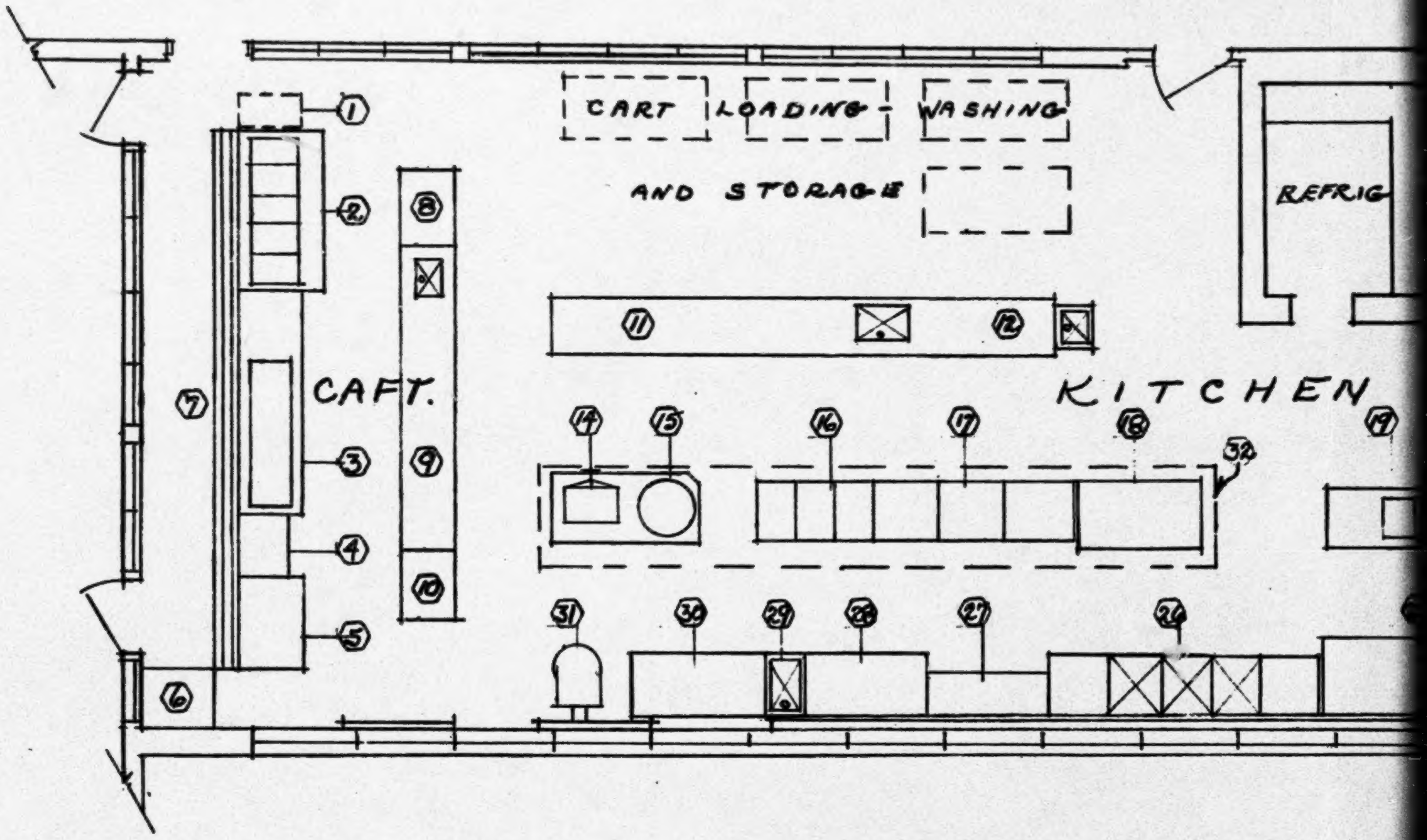
ECOND CAFETERIA SERVICE

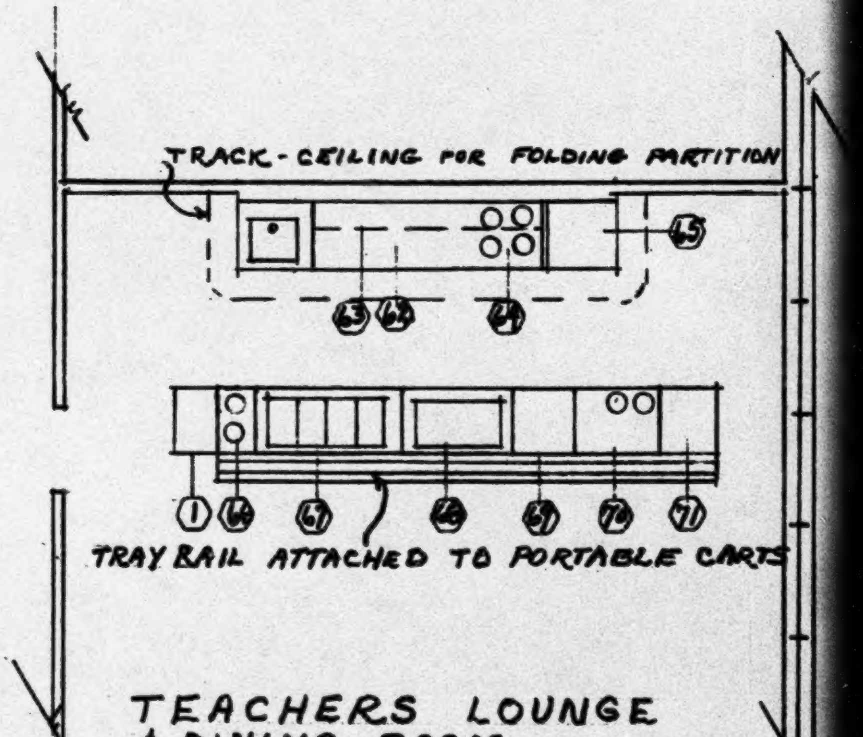
3. Drip Pan
. Counter
. Table

36. Table, wood top
37. Truck, movable
38. Garbage Grinder, built-in
39. Dishwasher
40. Dishwash. Table
41. Clean Dish Table
42. Wall cabinets, metal
43. Ice Cream Lowerator, built-in counter
44. Milk Lowerator, built-in counter
45. Table
46. Refrigerator
47. Counter
48. 2 Shelves
49. Counter
50. 2 Shelves
51. Refrigerator, pass-thru
52. Cashier's Desk, movable
53. Milk Lowerator-2, movable
54. Ice Cream Lowerator-2, movable
55. Cold Pan-2, movable
56. Plate Lowerator, movable
57. Hot Food Cart, movable
58. Bowl Lowerator, movable
59. Tray Lowerator, movable with silver dispenser
60. Tray Slide

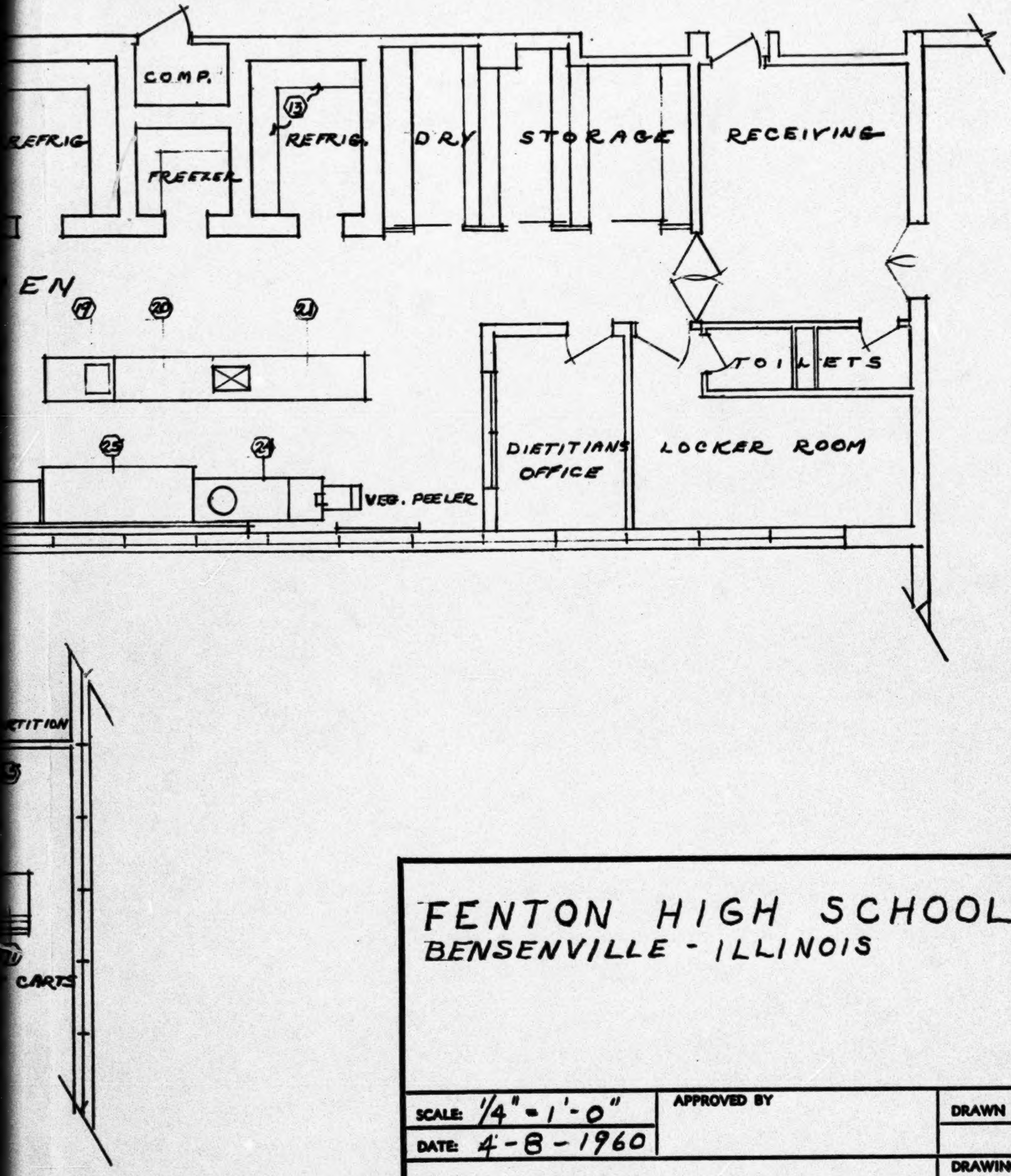
TEACHERS CAFETERIA

61. Tray Slide
62. Counter
63. Wall Cabinets
64. Coffee Maker
65. Refrigerator, reach-in
66. Plate Lowerator, movable with tray slide
67. Hot Food Cart, movable with tray slide
68. Cold Pan, movable with tray slide
69. Ice Cream Lowerator, movable with tray slide
70. Coffee Serv. Cart, movable with tray slide
71. Cashier's Desk, movable with tray slide


CART LOADING - WASHING
AND STORAGE
REFRIG
CAFT.
KITCHEN
1
2
3
4
5
6
7
8
9
10
11
12
14
15
16
17
18
19
32
31
30
29
28
27
26

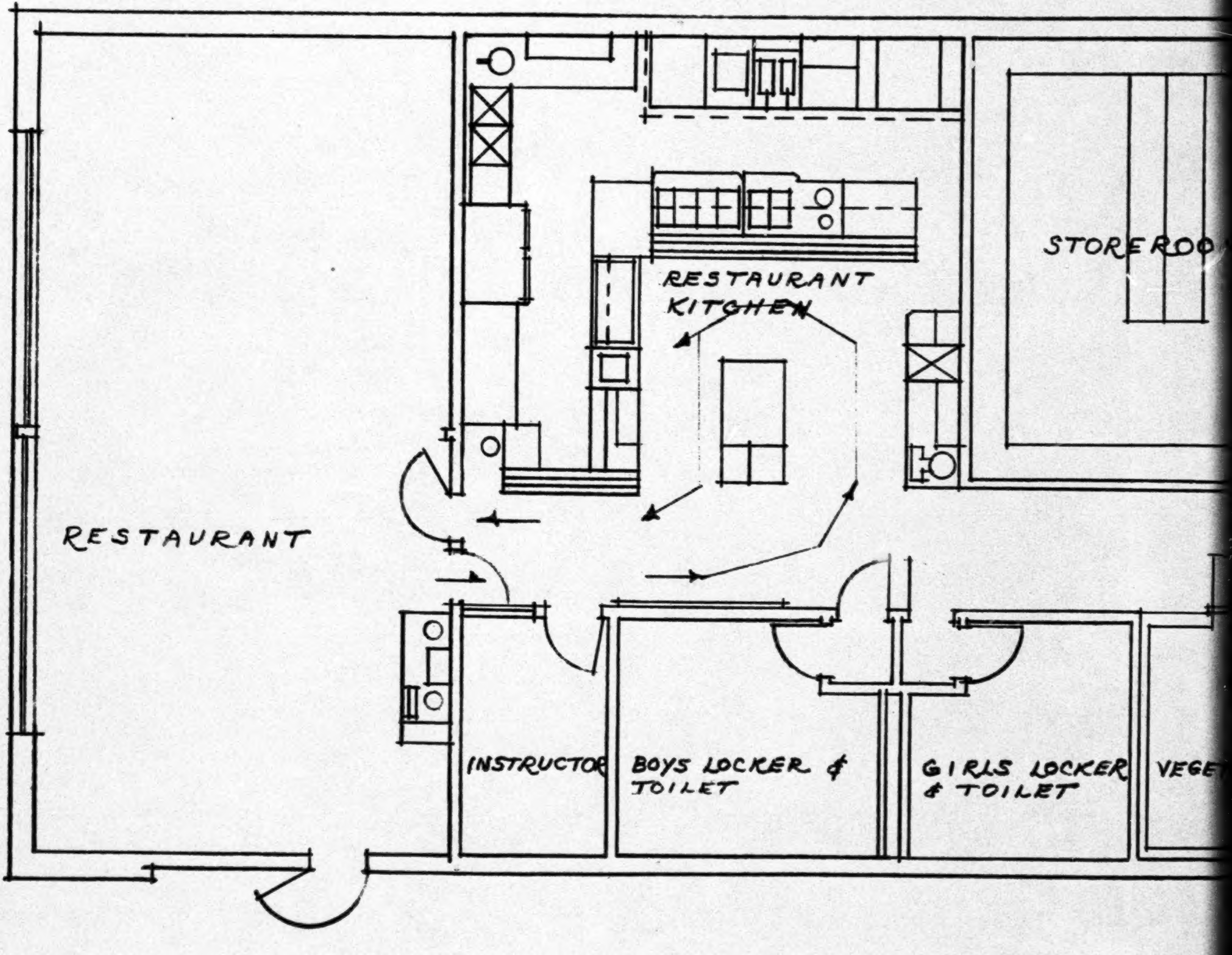

TRACK-CEILING FOR FOLDING PARTITION
65
63
62
24
1
64
67
68
69
70
71
TRAY RAIL ATTACHED TO PORTABLE CARTS
TEACHERS LOUNGE
& DINING ROOM

Standard form on LINEMASTER from P M PRODUCTS

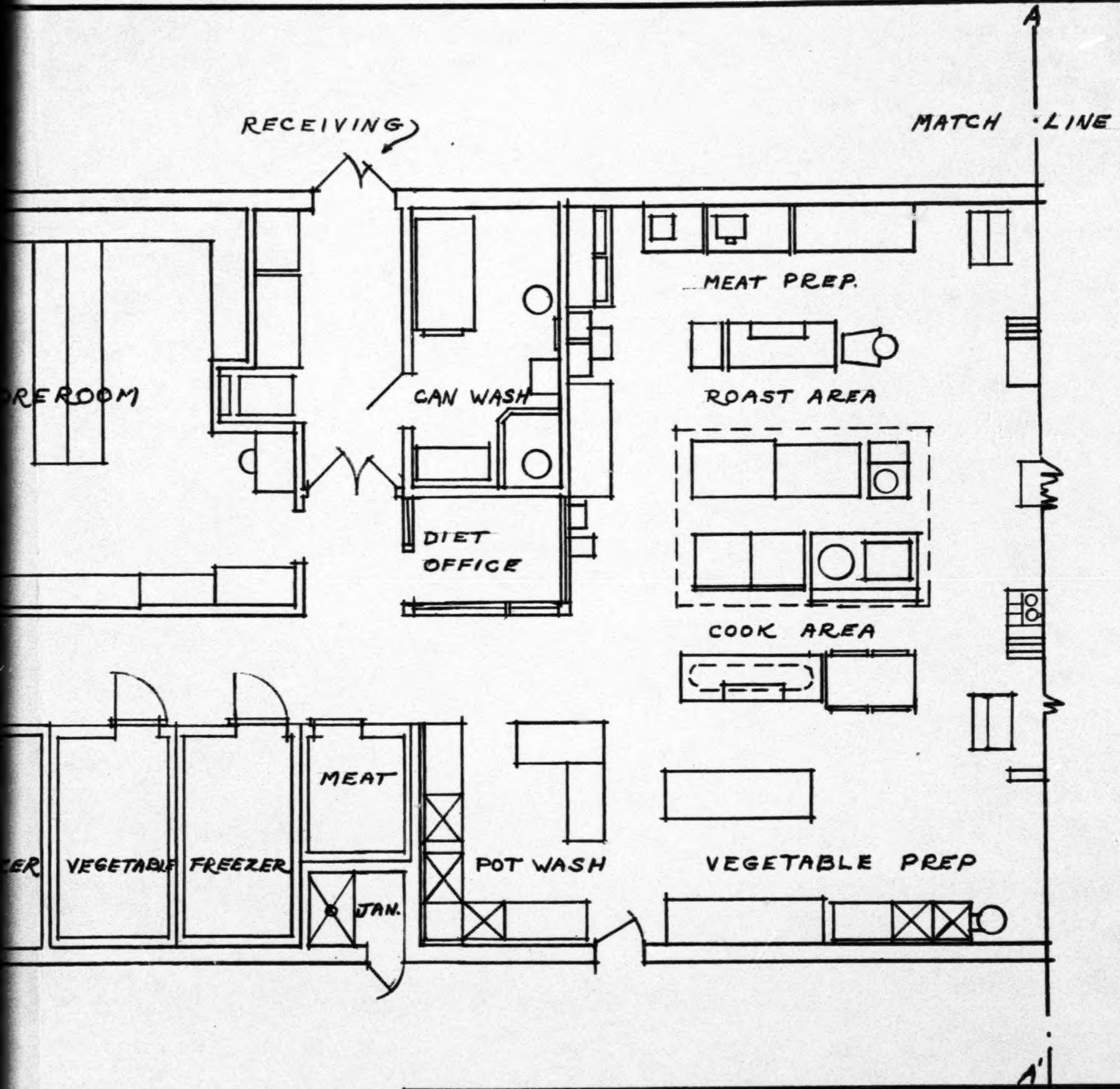

COMP.
REFRIG
FREEZER
13
REFRIG.
DRY STORAGE
RECEIVING
EN
19
20
21
TOILETS
25
24
VEG. PEELER
DIETITIANS OFFICE
LOCKER ROOM
RTITION
CARTS

FENTON HIGH SCHOOL
BENSENVILLE - ILLINOIS

SCALE: 1/4" = 1'-0"
DATE: 4-8-1960
APPROVED BY
DRAWN BY JSW
DRAWING NUMBER


RESTAURANT KITCHEN
STOREROO
RESTAURANT
INSTRUCTOR
BOYS LOCKER & TOILET
GIRLS LOCKER & TOILET
VEGET

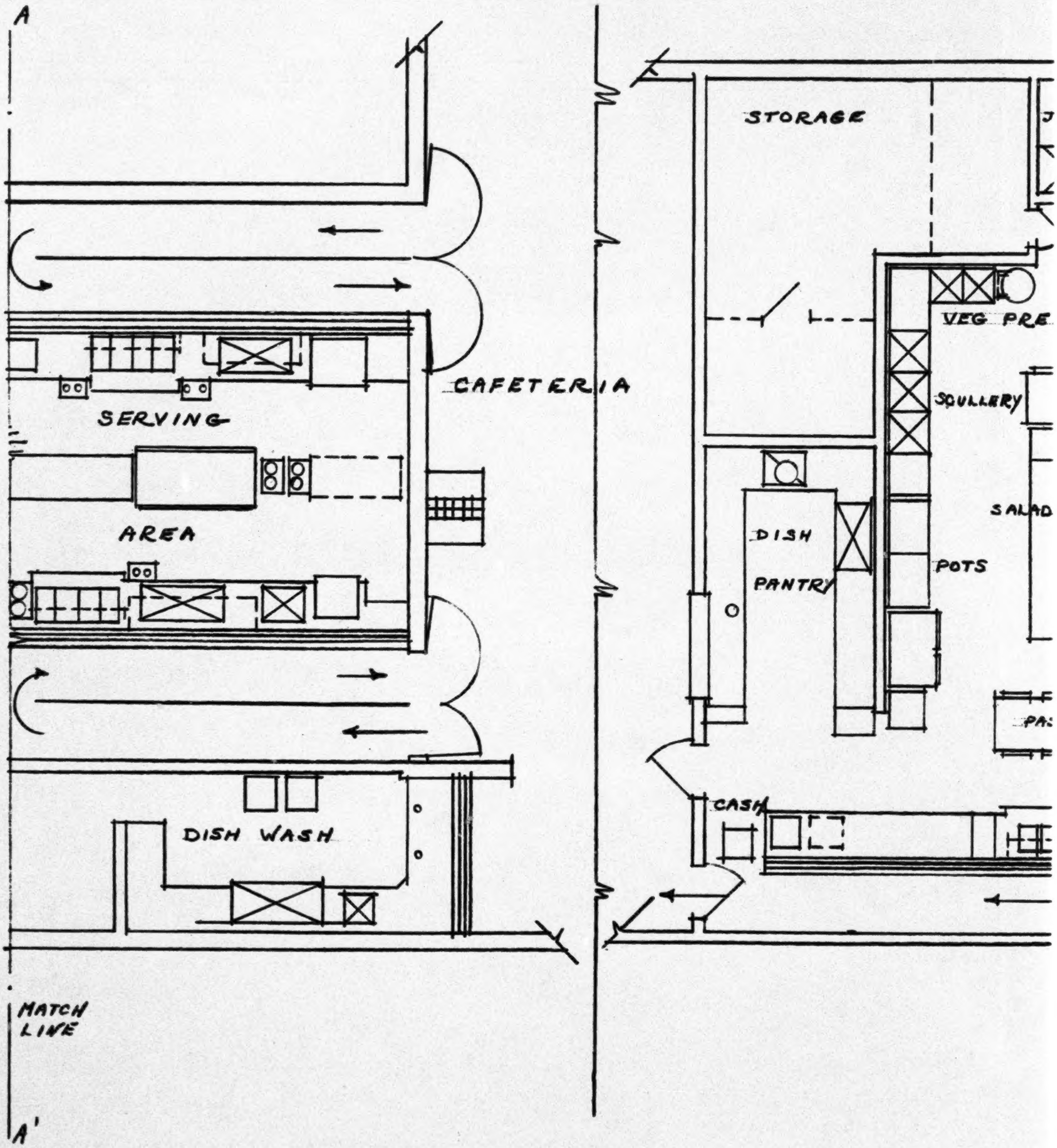
Standard form on LINEMASTER from P M PRODUCTS


RECEIVING
MATCH LINE
A
OREROOM
CAN WASH
MEAT PREP.
ROAST AREA
DIET OFFICE
COOK AREA
MEAT
ZER
VEGETABLE
FREEZER
JAN.
POT WASH
VEGETABLE PREP
A'

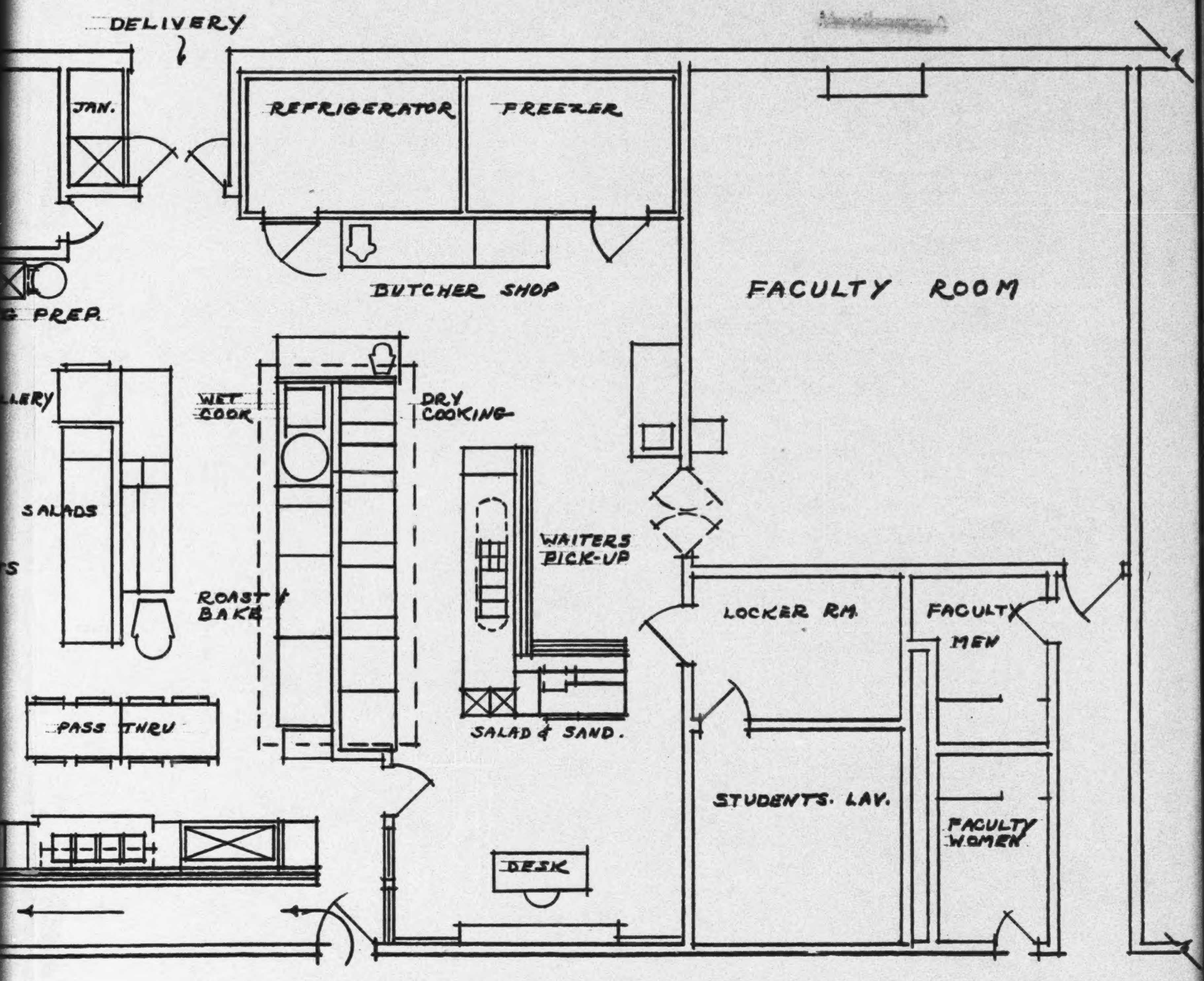
BUCKS COUNTY TECHNICAL SCHOOL

WM. BOHNET, P.E.; FFES. - PHILADELPHIA, PA.

SCALE: 1/4" = 1'-0"
DATE: APRIL 5 - 1966
SECTION I
APPROVED BY
DRAWN BY JSW
DRAWING NUMBER


A
CAFETERIA
SERVING
AREA
DISH WASH
MATCH LINE
A'
STORAGE
VEG PRE
SCULLERY
SALAD
DISH PANTRY
POTS
CASH
PA

Standard form on LINEMASTER from P M PRODUCTS


DELIVERY
JAN.
REFRIGERATOR
FREEZER
BUTCHER SHOP
G PREP.
FACULTY ROOM
LLERY
WET COOK
DRY COOKING
SALADS
TS
WAITERS PICK-UP
ROAST & BAKE
LOCKER RM.
FACULTY MEN
SALAD & SAND.
PASS THRU
STUDENTS. LAV.
FACULTY WOMEN
DESK

BUCKS COUNTY TECHNICAL SCHOOL

Wm. BOHNET, P.E.; FFES. - PHILADELPHIA, PA.

SCALE: 1/4" = 1'-0"	APPROVED BY	DRAWN BY JSW
DATE: APRIL 5 - 1966		
SECTION II		DRAWING NUMBER

Appendix N

CITY COLLEGE OF SAN FRANCISCO STATLER WING KITCHEN AND DEMONSTRATION ROOM*

EQUIPMENT LIST

1 only	3 deck Toastmaster Oven, Model 191-B1-A2
1 only	Vischer Food Steam Cooker, Flex-Seal, Model 25
3 only	Groen, Tilting steam kettles, stainless steel, Model TDA-4, 4-quart capacity
1 only	Garbage disposal, In-Sink-Erator, Model 758-15A
1 only	Double sink with drainboards, Custom made to accommodate garbage disposal unit above, stainless steel, sink compartments 24" wide, 26" long, 19" deep, left and right drainboards both 25" wide, 50" long
1 only	Single baking oven on movable stand, (four 4-inch rubber wheels) General Electric Co., Model CN-16B
1 only	Hobart, bench-type food mixer, complete with stand, Model A-200
1 only	Hobart, floor-type Model D-300 T
1 only	Hobart, food slicer, gravity feed, Model 1612
1 only	Hobart Food Cutter with chopper, Model 84181D
1 only	Hobart Power Meat Saw with safety guard, Model 5214
1 only	Traulsen, Reach-in, Food Freezer, Model Alt 2-262UT
1 only	Traulsen, Reach-in, Food Refrigerator, Model AHT-2-32-UT
1 only	Scotsman, super-flake, storage-type ice maker, Model SF-75
2 only	Equipment cart, custom made, stainless steel, to accommodate kitchen equipment, 36" wide, 30" deep, 30½" high, mounted on four 4" heavy rubber casters, equipped with stainless bottom storage shelf
1 only	Work table, custom made, stainless steel, with 8" splash back, stainless steel bottom shelf 9" above floor, reinforced, table dimensions 36" wide, 38" high, 12' long, with four sets of heavy tubular metal adjustable legs
1 only	Marble top work table, custom made, six round heavy stainless steel tubular adjustable legs, marble top 36" x 72" x 42"
1 only	Utility shelf, custom made, stainless steel, steel brackets attached to tile wall, 14" deep, 72" long
4 only	Work tables, custom made, heavy stainless steel, four utility drawers on each side of table, stainless steel shelf 9" above ground, heavy duty stainless steel adjustable tubular legs, tables 38" wide, 84" long, 38" high
1 only	Utility shelf, custom made, stainless steel, 14' deep, 12' long
1 only	Cook sink, custom made, heavy stainless steel hot and cold water swivel mixing faucet, heavy duty tubular adjustable legs, 38" high, 29" wide and 24" deep, no drain board

* Used for Advanced Food Classes

City College of San Francisco Equipment List cont'd

2 only	Utility tables, stainless steel, custom made on 4" rubber tire wheels, 25" x 29" x 36"
1 only	T-Ray infra-ray rotisserie, Model 2S RB
2 only	Heavy duty commercial butcher blocks, 10" thick, 30" square with chrome legs
3 only	Montague stoves with assorted heating tops, Model 36-9A
1 only	Anets Broiler, Model BR 34
1 only	Bain Marie, custom made, stainless steel construction, steam coil, perforated false bottom, 48" by 18"
1 only	Candy Heater, custom built to specifications, electric thermostat control
4 only	General Electric oven, Number 47 - Model 47
1 only	General Electric, grill top, Model CR 48
1 only	General Electric, Mark Fat Fryer, Model CK 42
1 only	General Electric, Rolling Oven, Model CN 10

STATLER WING - DEMONSTRATION ROOM

1 only	Garbage disposal, In-Sink-Erator, Model 128
1 only	Meat Hoist, Chisolm Moore Lodestar, Model A, 250 lb. capacity, complete with steel meat hook, chain container, safety hook and 25' long power cord
1 only	Counter demonstration storage refrigerator, self contained and self defrosting, Revco make, Model R-75
1 only	Gas top, for demonstration use, Tappan Brand, open top, Model ETC 6B
1 only	Demonstration work table counter, custom made, provided with 36" x 24" marble top, entire counter 30" wide, 37" high and 115" long

R. Varney

NAME ______________________

SCORING SUMMARY

MARKING PERIOD ENDING			SEMESTER			FINAL
1 ACCEPTANCE AND DISCHARGE OF RESPONSIBILITIES						
II ASSIMILATION OF TRAINING AND SUPERVISION						
III ABILITY TO PLAN AND ORGANIZE OWN WORK						
IV ABILITY TO GET ALONG WITH OTHERS						
V PUNCTUALITY						
VI ATTENDANCE (SEE ABSENTEEISM RECORD)						
VII JUDGMENT						
VIII DEPENDABILITY						
IX INDUSTRY AND EFFORT						
X RECORD WORK - QUALITY						
XI RECORD WORK - ATTITUDE						
XII CUSTOMER RELATIONS						
XIII EMOTIONAL STABILITY						
XIV INITIATIVE						
XV ORAL EXPRESSION						
XVI AGGRESSIVENESS AND FORCEFULNESS						
XVII MATURITY, POISE AND SELF CONFIDENCE						
XVIII PERSONAL APPEARANCE, GROOMING, FITNESS						
OVERALL GRADE						

Recording Sheet

Student Learner ____________________

Date ____________________

POINTS TO BE COVERED IN INTERVIEW

REACTION OF EMPLOYEE, OTHER PERTINENT DATA AND COMMENTS OF INTERVIEWER

ACTION TO BE TAKEN TO EFFECT IMPROVEMENT

Items in Need of Improvement	Action to be Taken	Date Placed	Date Completed	By Whom

I ACCEPTANCE AND DISCHARGE OF RESPONSIBILITIES

F	D	C	B	A
Will not accept responsibility required by job Always seeks the aid of others in making simple decisions Tries to avoid getting into situations where decisions are required Complains or argues about responsibilities	Accepts responsibility, but not sure of self Seldom makes any but simple decision without seeking aid from others	Accepts responsibility that goes with the job Makes normal decisions as required by job with little hesitation or consultation with others Does what is expected	Accepts and discharges responsibilities associated with job or other jobs assigned with accuracy, thoroughness and dispatch Makes normal decisions as required by job with no hesitation or consultation with others	Outstanding in ability to accept and discharge full responsibility of job and any other responsibility assigned Extremely thorough and carries out duties in a highly satisfactory manner Makes all normal decisions as required by job and also usually has a recommendation on complex cases requiring consultation.

II ASSIMILATION OF TRAINING AND SUPERVISION

Attitude toward supervision - Degree to which instruction and training are accepted and followed

F	D	C	B	A
Does not follow instructions consistently Frequently does things own way Is indifferent toward need to follow instructions	Usually follows instructions - sometimes too literally Some indifference if instructions conflict with own ideas resulting in "short-cut" methods and incompleteness	Follows instructions well Understands their importance and can be depended upon to apply them properly Appreciates the need for and value of instructions	Invariably follows instructions and uses good judgement in application Assimilates training quickly and responds well to corrective suggestion	Outstanding in ability to understand and work in accordance with policies and training, and uses excellent judgement in their application Requires a bare minimum of retraining on any subject Anticipates own training needs Responds usually well to supervision

III PLANNING AND ORGANIZATION OF OWN WORK

F	D	C	B	A
No definite plans for anything Does things on a "hit or miss" basis Consistently wastes time and effort	Does not consistently plan work, resulting in poor use of time and effort Unable at times to differentiate between normally obvious important and unimportant job functions	Has work well organized Time and effort are used to good advantage	Plans and organizes in advantage Makes efficient use of time and effort Readily differentiates between important and unimportant job functions	Plans and organizes work thoroughly, resulting in maximum performance with minimum effort Can reorganize quickly and easily when plans are changed Can always distinguish the important from the unimportant job functions

IV ABILITY TO GET ALONG WITH OTHERS

Standing with other people - How accepted by group - Consideration of rights of others

F	D	C	B	A
Gives little consideration to feelings and rights of others Somewhat self-centered Tendency to rub people the wrong way Never smiles Has no friends at work Very impatient with people and has no sense of humor at all	Thoughtless about feelings of others Not too much concerned with others' opinions of self or actions Seldom smiles or seems cheerful Has few friends at work Somewhat impatient and not much sense of humor	Gives consideration to feelings and rights of others - Well liked Willing to give and take Usually smiles at customers and fellow employees Is friendly with most people	Extends self to cooperate Gives full consideration to rights and feelings of others Very friendly and cheerful Is patient and has a good sense of humor	Considers interest of group beyond self Is highly thought of by group and others Always has a smile and a cheery greeting for everyone Is very friendly with everyone Is very patient and has a good sense of humor

V PUNCTUALITY

F	D	C	B	A
Continually tardy Usually overstays lunch hours and relief time	Frequently tardy Frequently takes too much time for lunch and relief	Seldom tardy - Usually has fairly good reason Seldom abuses lunch or relief time	Overstays relief or lunch time only under unusual conditions Proud of punctual record	Never tardy Never abuses lunch or relief periods Takes extreme pride in punctuality

VI ABSENTEEISM

F	D	C	B	A
Frequently absent Record poor in comparison with group result Reasons generally do not seem to justify absence	Frequently absent Record below results for group Most of time reasons do not seem to justify absence	Absences do not exceed exceed results for group Most of time reasons seem to justify absence	Seldom absent Reasons always seem to justify absence	Unusual attendance record Absent only when obviously necessary Well above group performance

VII JUDGMENT

Soundness of Judgment to the extent that judgment is required

F	D	C	B	A
Frequently goes off deep end without obtaining facts Difficult to divorce personal feelings from a situation Judgment unsound in many instances	Occasionally makes questionable decisions usually caused by not obtaining all the facts or being influenced by personal feelings	Handles problems encountered in a practical "down to earth" manner Usually uses good judgment	Judgment seldom questionable Considers all facts and reaches sound conclusions	Has keen understanding and insight Judgment rarely questionable Advice sought by others in group

VIII DEPENDABILITY

F	D	C	B	A
Not too reliable Cannot tell what will do next Has excuses ready when job is not done	Requires frequent checking	Can be given assignment and responsibilities with expectancy that job will be done	Follows orders and instructions completely and intelligently	Can be given assignments without the limits of ability with positive assurance that it will be executed well

IX INDUSTRY AND EFFORT

Degree of industry - Effectiveness of effort

F	D	C	B	A
Not industrious Misdirects efforts Does as little as possible	Industry and effort spasmodic	A steady worker, industrious and keeps going Effort is well directed	Consistently makes good use of time which shows in job performance Does job completely	Exceedingly industrious Exerts continual and well directed effort Always trying to improve Does more than job

X RECORD WORK - QUALITY

F	D	C	B	A
Work is generally not accurate Always behind	Inaccuracy of work greater than normal Frequently behind	Work is usually accurate Generally up to date	Work is seldom inaccurate Always up to date Always does a good job	Work is always accurate Always up to date and in position to take on more work

XI RECORD WORK - ATTITUDE

F	D	C	B	A
Pride in accuracy or keeping up to date not evident Attaches little significance to good workmanship	Takes little pride in accuracy or keeping up to date Not too much concerned when inaccuraces pointed out or work falls behind	Takes pride in work and Accuracy Is concerned when work falls behind Is concerned when inaccuraces pointed out	Takes a lot of pride in quality of job Makes special efforts to maintain quality and speed	Recognized by others as doing outstanding job Takes great pride in ability to be accurate and keeping work current

XII CUSTOMER RELATIONS

Attitude and performance with respect to curteous, helpful and considerate dealing with the customers and the public

F	D	C	B	A
Little interest maintaining good customer relations Frequently irrates customers Thinks public expects too much Frequently feels customers are imposing on or taking advantage of company Uses no tact or diplomacy	Has tendency to be "in and out" - and indifferent Occasionally irrates customers or others and is not too concerned about it Is below average in the use of tact and diplomacy	Realizes the value of good customer relations Courteous and helpful to customers and public Uses tact and diplomacy when necessary	Fully appreciates effect personal actions have on public opinion of company Manner more than meets objectives Customers usually react favorably to explanations Uses tact and diplomacy well	Stands out in this field Goes beyond expectancy Customer reaction is unusually good Is extremely tactful and diplomatic

XIII EMOTIONAL STABILITY

Temperament and ability to stand reverses and criticism - Reaction under stress or under aggravating circumstances

F	D	C	B	A
Has chip on shoulder "Flies off the handle" at the slightest provocation Bad temper Requires "kid glove" handling	Unstable emotionally Occasionally flares up Temper unpredictable Not sufficiently stable to anticipate reactions	Calm and collected under most circumstances Has fairly even temper Not inclined toward hasty conclusions Looks at both sides of a situation Not easily excited	Even temper Level headed Rarely impulsive Very stable individual	Exceptionally even tempered Never impulsive Recognized by group as extremely stable

XIV INITIATIVE

Success in getting started without urging -(How much of a "self-starter)

F	D	C	B	A
Does only as much as told to do - no more Takes no interest in doing more than just enough to get by Cannot "see" what has to be done. Has no imagination	Indifferent - does only things enjoys doing Requires constant supervision to keep going Has little imagination	Is able to get started and maintain interest without undue urging Does other jobs if they are fairly obvious	Ability to get started without pressure Makes effort to get the most out of activity participated in High degree of interest in job Is observant and has a good imagination	Has outstanding ability to get started Clearly stand out as a "go getter" Goes beyond expectancy Can always "see" the things that need doing Is very imaginative and observant

XV ORAL EXPRESSION

Ability to express thoughts orally

F	D	C	B	A
Does not express self clearly Difficult to understand Stumbles frequently Complex explanations usually incoherent Makes simple explanations seem complex	Stumbles over complex explanation frequently Loses train of thought easily and explanations lack significance	Expression clear and had little difficulty with other than usually complex explanations	Can express self well chooses words well Very good expression on involved explanations	Outstanding in ability to express self on all matters Ideas are always expressed clearly and vividly Can project personality into oral expression

XVI AGGRESSIVENESS AND FORCEFULNESS

F	D	C	B	A
Is very shy Never approaches customers or other employees Has to be told to wait on a customer	Hesitates approaching customers until it appears they want something Has to be asked for things by the customer	Approaches customers if it appears they are interested in something Adequate in serving the customer	Aggressive and usually approaches all customers promptly	Extremely aggressive, but not overly aggressive Never hesitates to approach all customers promptly

XVII MATURITY, POISE AND SELF CONFIDENCE

F	D	C	B	A
Is very immature Has complete lack of self confidence and poise	Seems immature at times Has little confidence in himself	Is what you might expect of a high school senior Very typical	Is mature and shows poise and self confidence	Very mature for age Is very confident and has assuredness in manner Very poised

XVIII PERSONAL APPEARANCE, GROOMING AND FITNESS

F	D	C	B	A
Clothes usually soiled and in disarray or not appropriate for job Grooming always needs attention Apparently has very poor health habits	Clothes sometimes soiled or not appropriate for job Grooming needs attention sometimes Apparently lacks adequate sleep or health care	Dresses adequately for the job Is usually adequately groomed Appears to have good health	Dresses well and is usually well groomed Good appearing Looks very fit	Always very well dressed and well groomed Makes a fine appearance Very healthy looking